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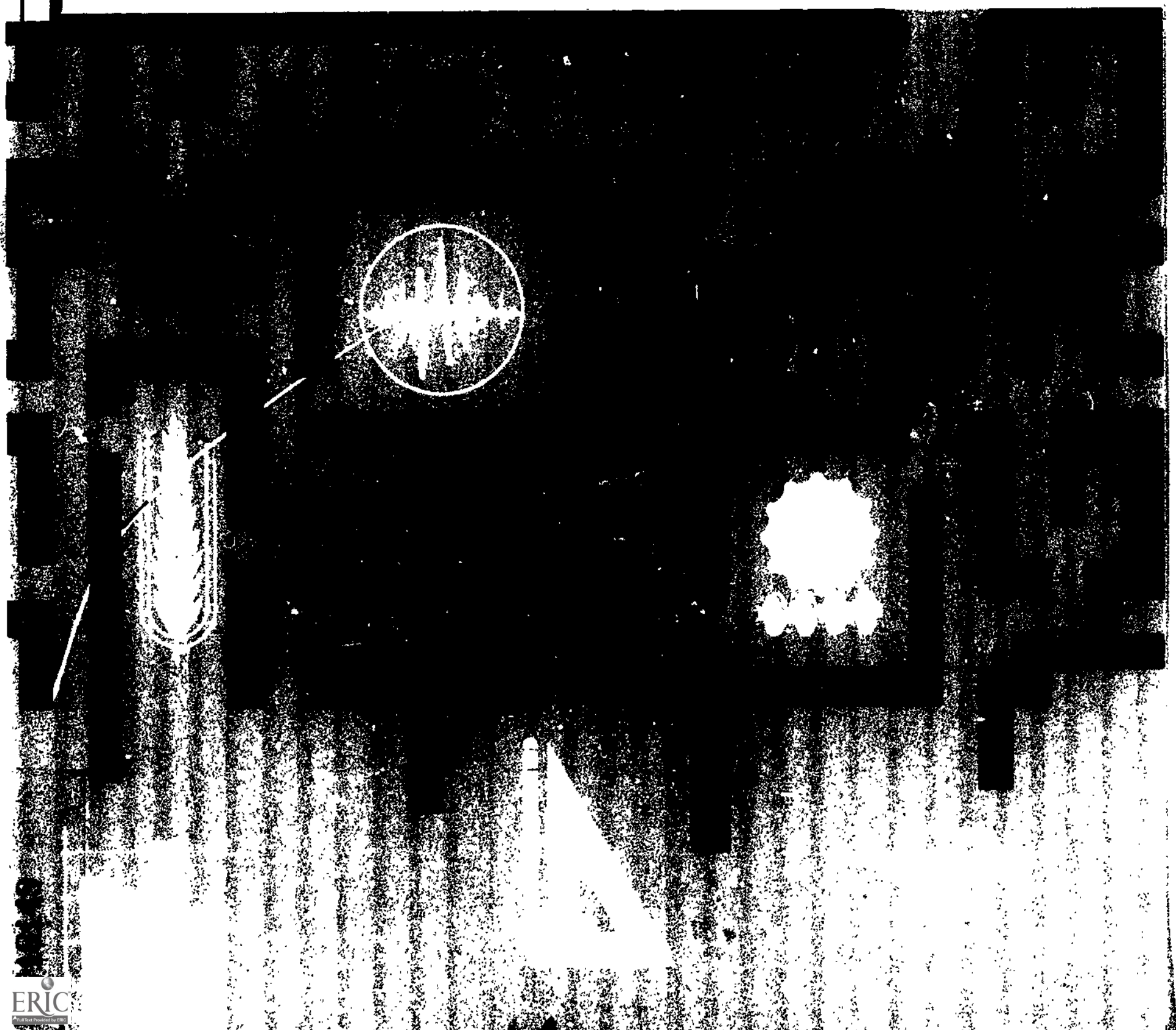
## ABSTRACT

Presented in this document are data on the interest patterns of post-secondary vocational education students as collected by means of the Minnesota Vocational Interest Inventory (MVII). Assuming that workers in a given occupation possess certain likes and dislikes in common which differ from those of workers in other occupations, this interest inventory accomplishes for nonprofessional groups what the Strong and the Kuder do for professional groups. Included are charts portraying: (1) MVII Homogeneous Key Training Success Norm Profiles, (2) MVII Homogeneous Key Employment Success Norm Profiles, (3) Raw Score Homogeneous Key Means, Standard Deviations and Number of Observations for Groups Used in Preparing Training Success Norms, (4) Raw Score Homogeneous Key Means, Standard Deviations and Number of Observations for Groups Used in Preparing Employment Success Norms, and (5) MVII - Homogeneous Key Student Profile Sheet. (JS)

PROJECT MINI-SCORE  
FINAL TECHNICAL REPORT

MINNESOTA VOCATIONAL INTEREST INVENTORY  
Training Success Norms and Employment Success Norms

EU 064522



**PROJECT MINI-SCORE FINAL TECHNICAL REPORT:**

**MINNESOTA VOCATIONAL INTEREST INVENTORY  
TRAINING SUCCESS NORMS AND  
EMPLOYMENT SUCCESS NORMS**

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**Project MINI-SCORE**  
(Minnesota Student Characteristics and  
Occupationally Related Education)  
Department of Industrial Education  
University of Minnesota  
March, 1972

## FOREWORD

This technical report is one of the technical reports of Project MINI-SCORE which summarize the findings of six years of intensive research into possible relationships between standardized test measures and a number of different criteria of vocational student success. The technical reports present a detailed discussion of Project findings. A general discussion of the goals and objectives of the total Project and the major findings can be found in the publication entitled PROJECT MINI-SCORE FINAL REPORT.

Through Project MINI-SCORE, test data consisting of measures derived from six separate instruments and test batteries were gathered on individual applicants to the area vocational-technical schools of Minnesota. The tests included in the battery were: (1) the General Aptitude Test Battery (Form B) written portions only, (2) the Minnesota Vocational Interest Inventory, (3) the Sixteen Personality Factor Questionnaire (Form C), (4) the Minnesota Importance Questionnaire (30-scale version), (5) the Vocational Development Inventory, and (6) the Minnesota Scholastic Aptitude Test. In addition, personal descriptive data were obtained from the students through the use of a questionnaire. The data from these instruments were analyzed to determine which of the information gathered would be useful in counseling individuals with reference to full-time, post-high school vocational-technical courses offered in the area vocational-technical schools of Minnesota. Measures of vocational student success included in the Project were: (1) reported graduation versus dropping out of programs, (2) employment status one year after graduation, (3) job satisfaction one year after graduation, and (4) job satisfactoriness one year after graduation.

The titles of all of the final technical reports of the Project can be found on the back cover of this report. Additional publications of Project MINI-SCORE which have dealt with some of the critical issues in vocational education research are listed on the last page. Limited numbers of copies of these reports are available.

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THE MINNESOTA VOCATIONAL INTEREST INVENTORY<sup>1</sup>  
(DEVELOPMENT AND PRIOR USAGE)

Development

The research which forms the foundation for the Minnesota Vocational Interest Inventory (MVII) had its beginning during World War II in the development of a vocational interest inventory which could assist Navy counselors in the assignment and placement of Navy enlisted personnel. After the War, the findings of this research were applied to the study of a wide sampling of civilian nonprofessional occupations.

The MVII is an inventory which provides systematic information on the interest patterns of men and women in nonprofessional occupations. However, most of the work in the past has been done with men. It is composed of 158 triads of brief statements describing the tasks or activities involved in a number of different occupations. Examinees indicate their preferences for the tasks in each triad by choosing the one activity most liked and the one activity most disliked. For each person who completes the inventory, scores are derived to provide an index of similarity between his or her interests and the interests of persons in a variety of nonprofessional occupations.

The MVII authors believe that, for general purposes, the inventory would be suitable for students in the ninth grade or higher, or for persons who are at least fifteen years of age. However, they indicate caution should be observed when interpreting the scores of fifteen or sixteen-year-olds as occupational interest levels have not fully crystallized for this age group.

The MVII assumes that workers in a given occupation possess certain likes and dislikes in common and that these differ from those of workers in other occupations. The MVII accomplishes for the nonprofessional occupations what the Strong and the Kuder do for professional groups. Currently, MVII data are available on the interest patterns of over seven thousand civilian workers distributed among more than twenty civilian occupations. The validity of the occupational scoring keys is based on the fact that they are "empirical" keys that have been developed through scoring responses that differentiate men in an occupation from a group of tradesmen in general. Validity indices are not reported for the homogeneous keys as these keys were not used in the past to separate groups but were an attempt to draw together items with a common core into scales that can be used to understand the nature of the differences between groups.

The extent to which an individual's interest pattern matches that of a given group is determined by applying a key to the interest inventory. Each key was developed by comparing the item responses made by a specific occupational group with those made by a group of tradesmen-in-general. The key represents a profile that provides a method of evaluating an individual's interests against the interest profile of an occupational group.

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<sup>1</sup>Kenneth E. Clark and David P. Campbell, Minnesota Vocational Interest Inventory (New York, The Psychological Corporation, 1965).

### Inventory Keys

Two sets of keys, occupational and homogeneous, have been developed for interpreting inventory results. The occupational keys provide a means of comparing an individual's interests with those of persons employed in specific occupations. Each of the twenty-one keys bears the name of the occupational group which served as the basis for its development. These keys are:

Baker	Painter
Food Service	Plasterer
Milk Wagon Driver	Truck Driver
Retail Sales Clerk	Truck Mechanic
Stock Clerk	Industrial Education Teacher
Printer	Sheet Metal Worker
Tabulating Machine Operator	Plumber
Warehouseman	Machinist
Hospital Attendant	Electrician
Pressman	Radio-TV Repairman
Carpenter	

Nine homogeneous keys were derived by identifying clusters of inventory items that correlated highly with each other using the tradesmen-in-general group. These clusters could be viewed as nine factors underlying interest as measured by the MVII. These clusters were named by inspecting the items which formed each cluster. The homogeneous keys and their descriptions are as follows:

H-1: Mechanical

Indicates interests in mechanical things, machine operation and design, or about home repairs of mechanical and simple electrical gadgets.

H-2: Health Service

Expresses interests in medical and hospital services, activities and occupations, or in working in medical, biological or chemical laboratories.

H-3: Office Work

Indicates interests in general clerical work and office machine operation, bookkeeping and accounting, and office management practices.

H-4: Electronics

This key expresses an interest in the maintenance, operation and construction of electronic equipment, and the repair and construction of electrical systems and devices.

H-5: Food Service

Indicates interests in the preparation of food and menu planning.

**H-6: Carpentry**

This cluster deals primarily with interests relating to carpentry, cabinet making and furniture construction.

**H-7: Sales-Office**

Two clusters of interests are indicated here. The larger deals with a variety of verbal activities, while the other relates to aesthetic interests.

**H-8: Clean Hands**

Indicates an interest in those occupations which possess "clean hands" kinds of activities.

**H-9: Outdoors**

This key reflects an interest in athletics and other outdoor activities.

**Standard Reporting of Scores**

The scores on the MVII are relatively independent of intelligence or abilities as measured by aptitude tests. The scores summarize the individual's preferences for work; they do not indicate those areas in which he has the greatest skill or the greatest possibility of attaining competence.

Scores on all keys are reported as standard scores based on the appropriate occupational group for each "Occupational Key" and on the tradesmen-in-general group for the "Homogeneous Keys".

To facilitate the interpretation of the scores, a profile of standard T-scores is provided as well as the scores themselves. About two-thirds of any given occupational group score above 45 on their own scale. The occupational keys are clustered on the profile sheets into groups determined by a study of the inter-correlations among keys.

**DEVELOPMENT OF PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
AND EMPLOYMENT SUCCESS NORMS**

**Occupational Groups Included in the Study**

Project MINI-SCORE has gathered data on sixty-three different occupational training program groups. The training programs were grouped by personnel from the Minnesota State Department of Vocational Education and the Department of Industrial Education at the University of Minnesota into relatively homogeneous groupings. In many cases, the specific titles given to training programs in a given group are different but the training programs are relatively the same. Each of the group names and the specific titles of training programs falling into a group can be found in Appendix A.



### Training Success Norms Population and Occupational Groups

The training success norms (see Appendix B) in this report were developed with data obtained from students who were accepted to and graduated from full-time, day programs offered in the twenty-four cooperating post-high school area vocational-technical schools of Minnesota during the period from September 1, 1966, until July 1, 1970. Profiles have been prepared only for those occupational groups for which at least forty-nine individual sets of data were available. The actual sample used in developing each norm profile is indicated in Appendix D.

The initial printing of the Project MINI-SCORE Minnesota Vocational Interest Inventory Training Success Norms (Pucel and Nelson, 1969) contained data on eleven different occupational groups. Supplement One (Pucel and Nelson, 1970) added seven additional groups. The present publication includes twenty-seven occupational groups. The twenty-seven groups have been separated into three clusters on the basis of sex. This classification system is based on Project MINI-SCORE research which showed differences on many of the measures included in the Project MINI-SCORE test battery which were due to sex (Pucel and others, 1972).

#### CLUSTER I

##### PRIMARILY MALE CURRICULA

Agri-Technology  
Aircraft Mechanics  
Architectural Drafting  
Automotive  
Carpentry  
Chefs and Cooks  
Diesel Mechanics  
Electronics  
Farm Equipment Mechanics  
Fluid Power Technology  
Machine Shop  
Mechanical Drafting and Design  
Mechanical Refrigeration, Air  
Conditioning, and Appliance  
Repair  
Plumbing and Sheet Metal  
Power and Home Electricity  
Printing and Graphic Arts  
Welding

#### CLUSTER II

##### CURRICULA WITH BOTH MALE AND FEMALE

Accounting  
Data Processing  
Interior Design and Sales Assistant  
Sales

#### CLUSTER III

##### PRIMARILY FEMALE CURRICULA

Clerical Training  
Cosmetology  
Dental Assistant  
Medical Laboratory Assistant  
Practical Nursing  
Secretarial Training

### Employment Success Norms Population and Occupational Groups

The employment success norms (see Appendix C) were developed on a sub-set of the population used to develop the training success norms. The population included persons who were accepted to and graduated from the full-time, day programs of the twenty-four cooperating schools between September 1, 1966, and July 1, 1970, who were followed up on the job one year after training - between September 1, 1966, and July 15, 1970. Of the people followed up on the job, only those who were employed in a job related to their training (based on the Project MINI-SCORE classification presented in Appendix A) were included in the groups used to generate

the employment success norms. (The "employment success" norms in this report could also be called "on-the-job" norms.) Profiles have been prepared for all occupational groups for which at least fifty individual sets of data were available. The sample size of the groups used in developing the norms are presented in Appendix E.

Employment success norms (on-the-job success norms) have been developed for thirteen occupational groups which have been clustered on the basis of sex.

#### CLUSTER I

##### PRIMARILY MALE CURRICULA

Automotive  
Carpentry  
Electronics  
Machine Shop  
Mechanical Drafting and Design  
Power and Home Electricity  
Welding

#### CLUSTER II

##### CURRICULA WITH BOTH MALE AND FEMALE

Accounting  
Data Processing

#### CLUSTER III

##### PRIMARILY FEMALE CURRICULA

Clerical Training  
Cosmetology  
Practical Nursing  
Secretarial Training

### INTERPRETING THE NORMS

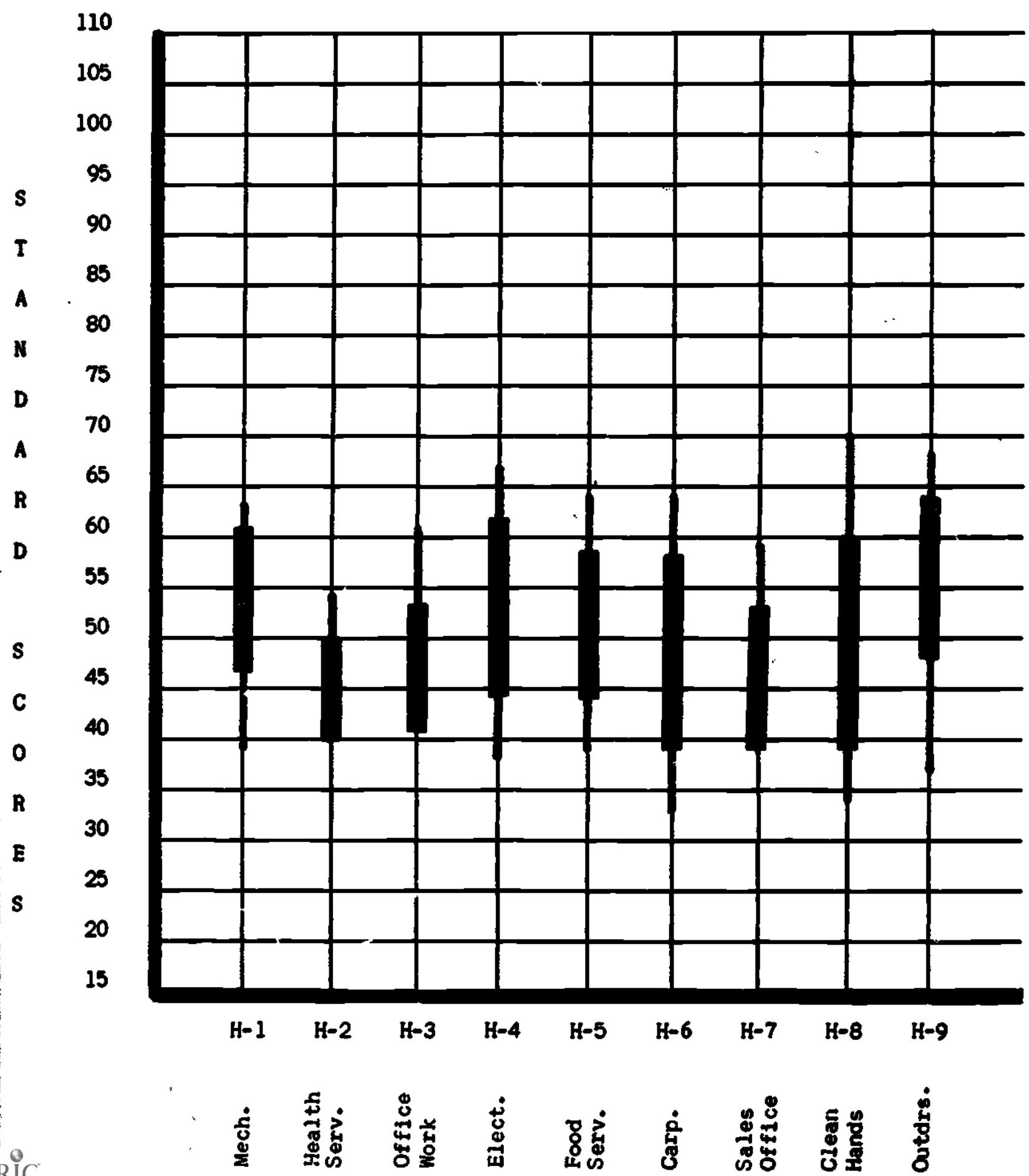
#### Cautions

AS WITH THE INTERPRETATION OF ANY NORMS THAT ARE TO BE USED IN THE COUNSELING PROCESS, PERSONS USING THE NORMS ARE CAUTIONED AGAINST USING THEM AS ABSOLUTES. THEY SHOULD BE USED AS COUNSELING TOOLS BY QUALIFIED PERSONNEL. A FURTHER CAUTION IS TO REMIND USERS THAT IF A PERSON HAS AN INTEREST PATTERN SIMILAR TO THAT OF AN OCCUPATIONAL GROUP, THIS DOES NOT INDICATE HIS COMPETENCE TO PERFORM IN THE OCCUPATION.

#### Description of the Profiles

The profiles represent standard scores for each of the homogeneous keys that were converted from raw scores using the conversion tables developed by Psychological Corporation (Psychological Corporation, 1966). The means and standard deviations of the raw scores for each key for each of the occupational groups are presented in Appendices D and E along with the number of people in each occupational group. Table 1 is an example of such a profile for the automotive group. The light-weight line represents the range between the 5th and 95th percentiles. The top and bottom five percents were eliminated to avoid having to consider extremely high or low scores. The bold bar represents the middle two-thirds of the scores that were obtained most often by persons who successfully completed a training program or who were successfully employed in related occupations. The top of the bar is located at the 83.5 percentile and the bottom of the bar is located at the 16.5 percentile. The percentiles were used in developing the profiles rather than the means and standard deviations because the percentiles are sensitive to skewness in the distributions.

TABLE 1  
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
AUTOMOTIVE

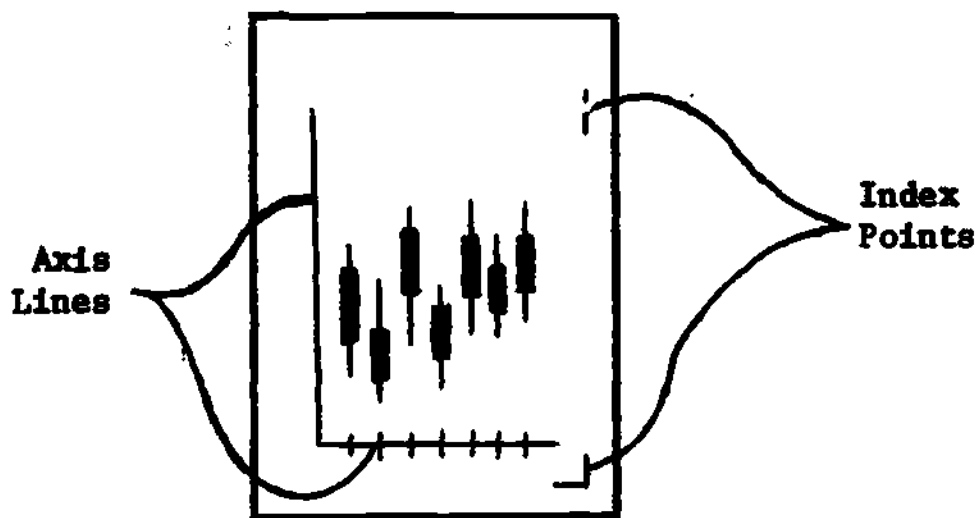


### Preparing the Profiles for Counseling

The profiles are organized in Appendices B and C according to the three major clusters for easy reference. A sample student profile summary sheet is also included on page 64.

First, transparencies should be made of the profiles. This can be done as follows:

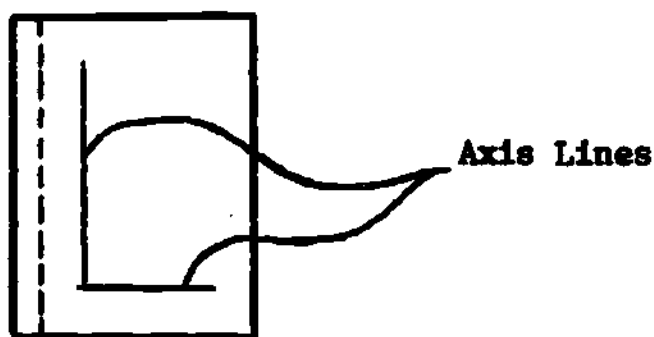
- a. Take the profiles out of the booklet.
- b. Each of the profile sheets has two index points. Match the lower right hand corner of the transparency material with the right angle index point in the lower right hand corner of the profile sheet. Match the right hand edge of the transparency material with the line index point in the upper right hand corner of the profile sheet. Make the transparency.
- c. After making transparencies of all of the profiles in a given cluster, punch all of the transparencies at once with a three hole punch.



- d. Place the transparencies into a three-ring binder. When looking through all of the transparencies in a given cluster at one time, all of the axis lines should match.

Second, duplicate the student profile summary sheets. To make additional copies of the student profile summary sheets do the following:

- a. Take the sample sheet out of the booklet.
- b. Trim the profile summary sheet along the dotted line.



- c. Duplicate the sheets after they have been trimmed. Make sure the left hand edge of the new sheets is the same distance from the axis lines as the dotted line is or was on the sample.



Using the Prepared Profiles in Counseling

1. Administer the MVII in accordance with the MVII manual.
2. Obtain standard scores on the homogeneous keys for a given individual.
3. Plot the individual's scores on a student profile summary sheet. **MAKE SURE YOU USE THE ACTUAL NUMERICAL SCORES PROVIDED ON THE ANSWER SHEETS AND DO NOT TRY TO TAKE SCORES FROM THE PLOTTED ANSWER SHEET PROFILES WHICH ARE PROVIDED BY THE SCORING AGENCY.**
4. Place the individual's student profile summary sheet under each of the transparencies to determine how similar the individual's profile is to that of people who have successfully completed training or who are successful on the job in each of the occupational areas.

It is recommended that each individual be allowed to make such comparisons himself with the counselor. If a person's profile does not fall within the bold portion of all of the profile stalks of a given occupational group, this does not mean he could not succeed in the occupation. It only means he is more different on the dimension measured by the MVII than 66 per cent of those who have successfully completed training or who are successful on the job.

#### REFERENCES

Clark, K. E., and Campbell, D. P. Minnesota Vocational Interest Inventory. New York: The Psychological Corporation, 1965.

Minnesota Vocational Interest Inventory Table for Converting Raw Scores to Standard Scores. New York: The Psychological Corporation, 1966.

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Pucel, D. J., and Nelson, H. F. Minnesota Vocational Interest Inventory Training Success Norms Including Supplement One. Minneapolis, Minnesota: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1970, ERIC 042-025; VT 011-393.

Pucel, D. J., Nelson, H. F., and Mohamed, D. A. The Ability of Standardized Test Instruments to Predict Training Success and Employment Success. Minneapolis, Minnesota: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, March, 1972.

APPENDIX A

PROJECT MINI-SCORE OCCUPATIONAL TRAINING PROGRAM GROUPS

MECHANICS AND MACHINERY REPAIR

- 6. Automotives  
Auto Mechanic  
Auto Body Repair  
Automobile Management  
Automobile Technician
- 10. Diesel Mechanics  
Diesel Mechanics  
Diesel Mechanics Technicians  
Truck & Diesel Mechanics
- 13. Farm Equipment Mechanics  
Farm Equipment Mechanics  
Farm Mechanics I & II
- 18. Aircraft Mechanics  
Aviation Mechanics
- 19. Service Station Mechanic  
Automotive Services  
Automotive Service Station  
Mechanics Attendant  
Mechanical Repair & Servicemen
- 25. Marine and Small Engine Mechanics
- 56. Heavy Equipment Operation and Repair

APPLIANCE & REFRIGERATION REPAIR

- 14. Appliance Repair
- 30. Office Machine Mechanic
- 32. Mechanical Refrigeration & Air Conditioning
- 7. PRINTING AND GRAPHIC ARTS  
Graphic Arts  
Graphic Arts I, letter press  
Graphic Arts II, Photolithography  
and off-set Printing  
Off-set Printing
- 21. PLUMBING AND SHEETMETAL
- 22. FLUID POWER TECHNOLOGY

SELLING AND RELATED WORK

- 41. Sales  
Sales Management  
Sales & Marketing  
Sales Training
- 46. Business Management

AGRICULTURAL RELATED OCCUPATIONS

- 37. Agri-Technology  
Agri-Chemicals & Fertilizers,  
Sales & Service  
Agricultural Technicians  
(Animal Science)  
Agricultural Technician  
(Plant Science)  
Agricultural Sales Technician
- 42. Farm Equipment Sales  
Farm Equipment Sales & Service  
Partsmen Training
- 50. Agri-Business  
Agri-Business Management  
Agri-Business Office Training
- 51. Farm Management

DRAFTING, ARCHITECTURAL, MECHANICAL AND TECHNICAL

- 8. Mechanical Drafting and Design  
Engineering Drafting  
Industrial Drafting  
Industrial Drafting Technology  
Machine Drafting  
Mechanical Drafting  
Technical Drafting  
Design Technology  
Drafting and Design Technology
- 9. Architectural Drafting
- 35. Highway Technology  
Highway Technicians  
Highway Technology  
Civil Technology
- 44. INTERIOR DESIGN & SALES ASSISTANT

## FOODS

15. Chefs and Cooks  
Cook, Institutional  
Hotel and Restaurant Cooking
31. Bakery Procedures
52. Food Management  
Management & Food Service
62. Butcher and Meat Cutting

## ELECTRICITY AND ELECTRONICS

1. Electronics  
Electronics  
Electronics, Communications  
Electronics, Computer Maintenance  
Electronics, Industrial & Home  
Entertainment Service  
Electronics, Industrial Technical  
Electronics, Radio & Television  
Electronics, Technician  
Communications  
Electronics, Technician Industrial  
Electronics, Technician  
Electronics, Technology
2. Power and Home Electricity  
Electrical  
Electrical, Construction  
Electrical Maintenance  
Electrical Technology  
Lineman Electrician  
Power and Plant Operation
58. Telephone Communications

## CONSTRUCTION INDUSTRY

4. Carpentry  
Building Construction  
Carpentry
28. Bricklaying

## WOODWORKING INDUSTRY

4. Carpentry  
Building Construction  
Carpentry
20. Cabinet Making

## MACHINE TRADE OCCUPATIONS

5. Tool and Die  
Tool and Design Technician  
Tool and Die Maker  
Tool, Die, and Mold Maker
11. Machinist  
Machine Operator  
Machinist  
Production Machinist
12. Welding
23. Pattern Maker
26. Plastic Injection Molding Technician

## BUSINESS, ACCOUNTING, CLERICAL, SECRETARIAL

45. Accounting
47. Clerical Training  
Clerical Record Keeping  
Clerk, General Office  
Clerk-Typist  
Clerk-Typist Machine Operator
48. Secretarial Training  
Educational Secretary  
Hospital Station Secretary  
Secretarial Training, General  
Secretarial Training, Medical  
Stenographic Training  
Medical Office Assistant  
Medical Office Service  
Legal Secretary
49. Data Processing  
Clerical Training & Data Processing  
Clerical Training & Key Punch  
Tabulating Machine Operator  
(Unit Records)

## HEALTH SERVICES

3. Practical Nursing
33. Dental Assistant
39. Medical Laboratory Assistant
40. WRITING



**JEWELRY AND WATCH REPAIR**

27. Watch Repair

55. Jewelry

59. INTERNATIONAL DOCUMENTS SPECIALIST

60. LAW ENFORCEMENT

63. BROADCASTING

**FURNITURE MAKING**

20. Cabinet Making

29. Upholstering

**OPTICAL AND MEDICAL LAB**

38. Optical Technology

39. Medical Laboratory Assistant

**GROOMING**

17. Cosmetology

24. Barbering

**CLOTHING**

53. Needle Arts

54. Tailoring

57. Fashion Merchandising

**FOREST INDUSTRIES**

36. Paper & Pulp Technology

61. Conservation and Forestry

**LANDSCAPE AND FLORISTRY**

34. Nursery-Landscape Technology

43. Retail Floristry

16. SHOE REPAIRING

APPENDIX B

MVII HOMOGENEOUS KEY TRAINING  
SUCCESS NORM PROFILES

CLUSTER I

PRIMARILY MALE CURRICULA

Agri-Technology . . . . .	14
Aircraft Mechanics. . . . .	15
Architectural Drafting. . . . .	16
Automotive. . . . .	17
Carpentry . . . . .	18
Chefs and Cooks . . . . .	19
Diesel Mechanics. . . . .	20
Electronics . . . . .	21
Farm Equipment Mechanics. . . . .	22
Fluid Power Technology. . . . .	23
Machine Shop. . . . .	24
Mechanical Drafting and Design. . . . .	25
Mechanical Refrigeration, Air Conditioning, and Appliance Repair . . . . .	26
Plumbing and Sheet Metal. . . . .	27
Power and Home Electricity. . . . .	28
Printing and Graphic Arts . . . . .	29
Welding . . . . .	30

CLUSTER II

CURRICULA WITH BOTH MALE AND FEMALE

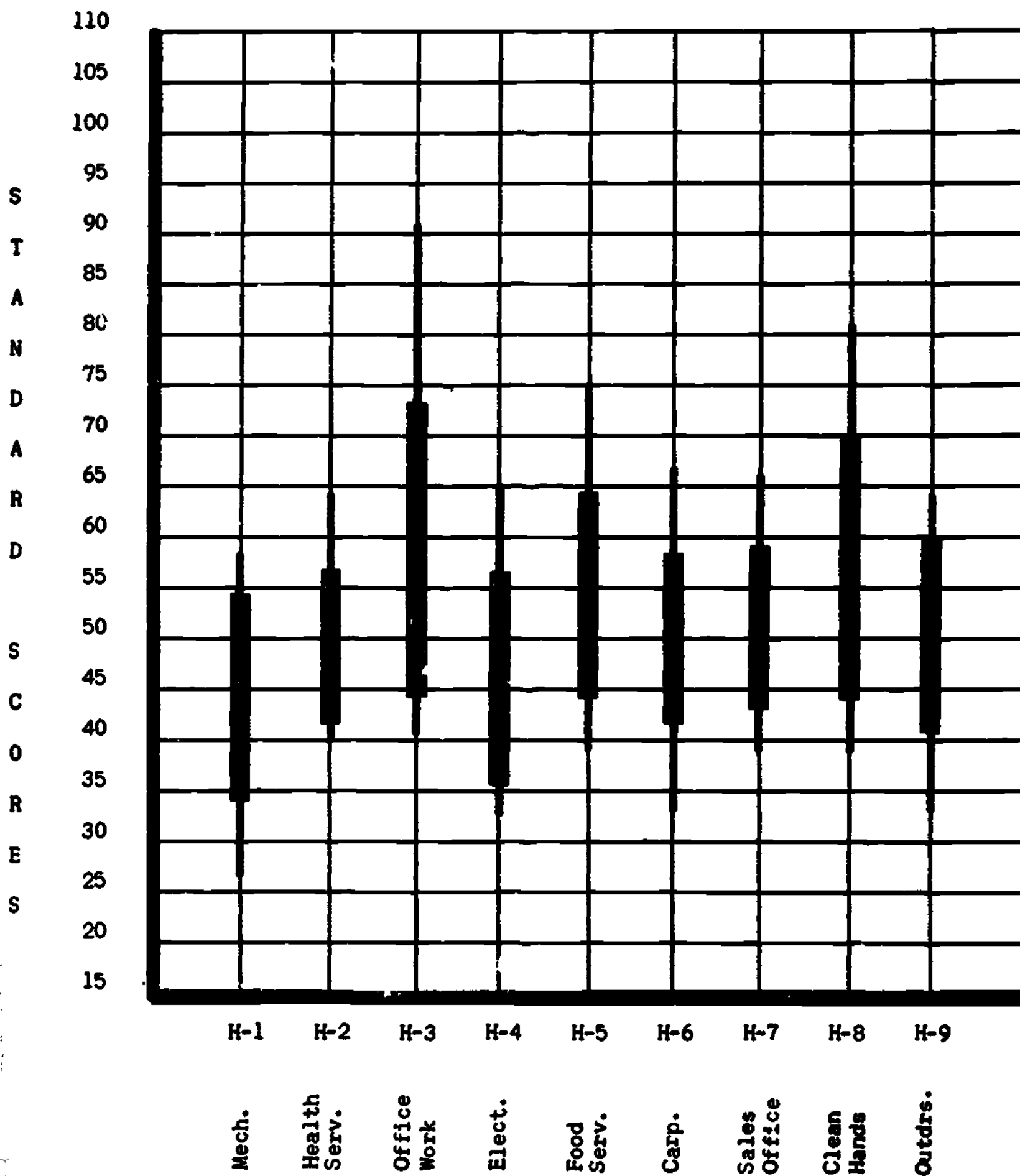
Accounting. . . . .	31
Data Processing . . . . .	32
Interior Design and Sales Assistant . . . . .	33
Sales . . . . .	34

CLUSTER III

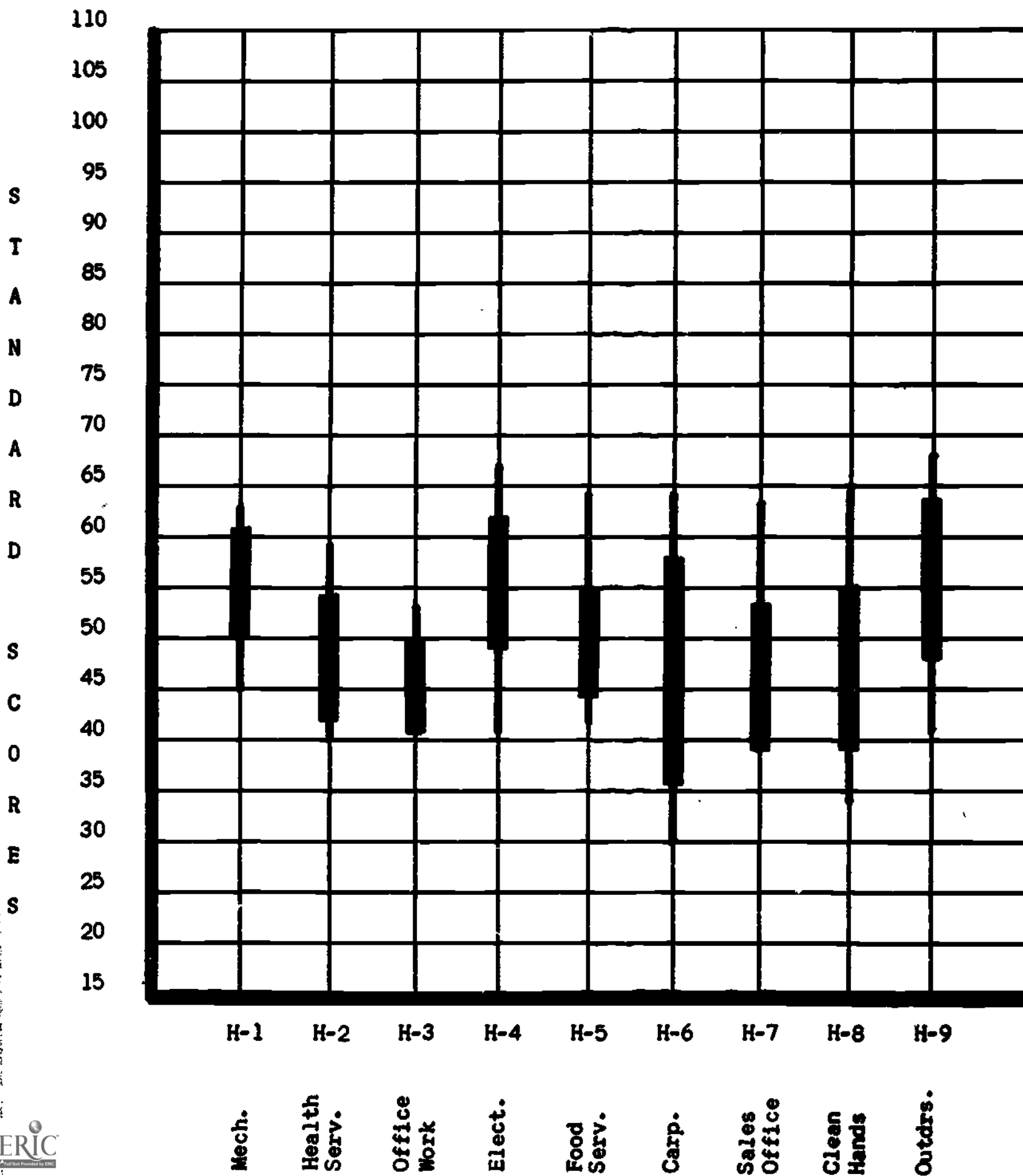
PRIMARILY FEMALE CURRICULA

Clerical Training . . . . .	35
Cosmetology . . . . .	36
Dental Assistant. . . . .	37
Medical Laboratory Assistant. . . . .	38
Practical Nursing . . . . .	39
Secretarial Training. . . . .	40

PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
AGRI-TECHNOLOGY

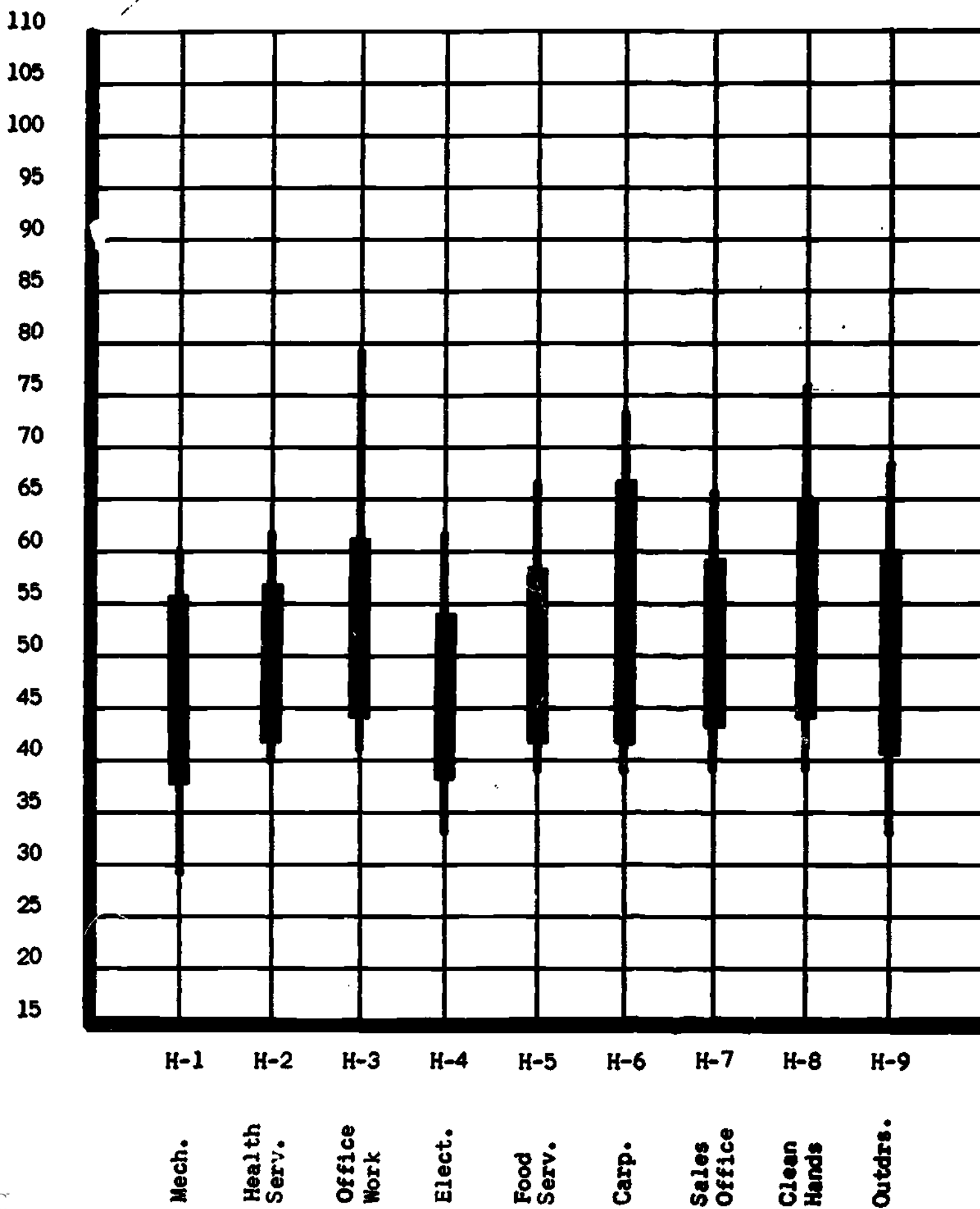


PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
AIRCRAFT MECHANICS

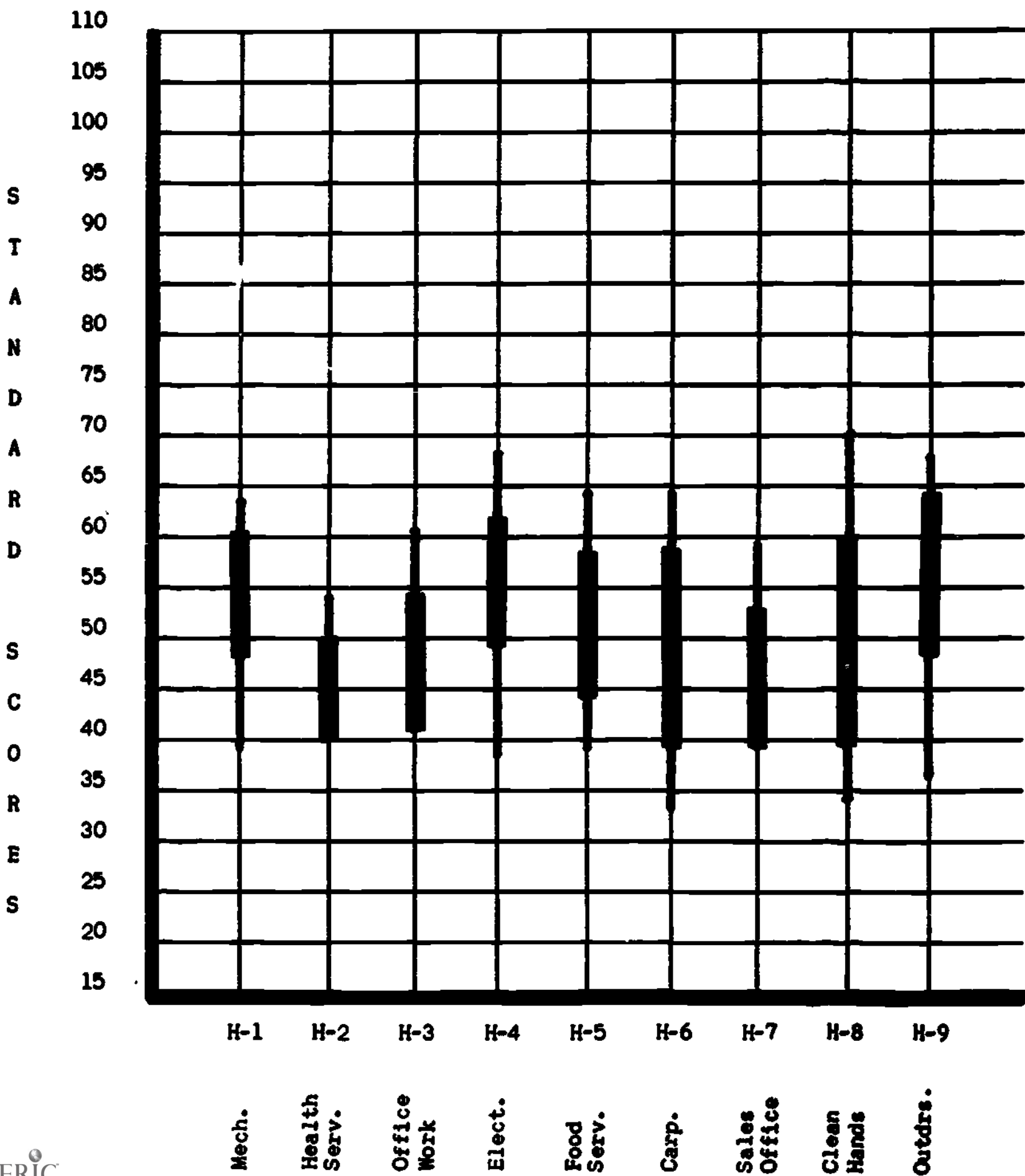




PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
ARCHITECTURAL DRAFTING

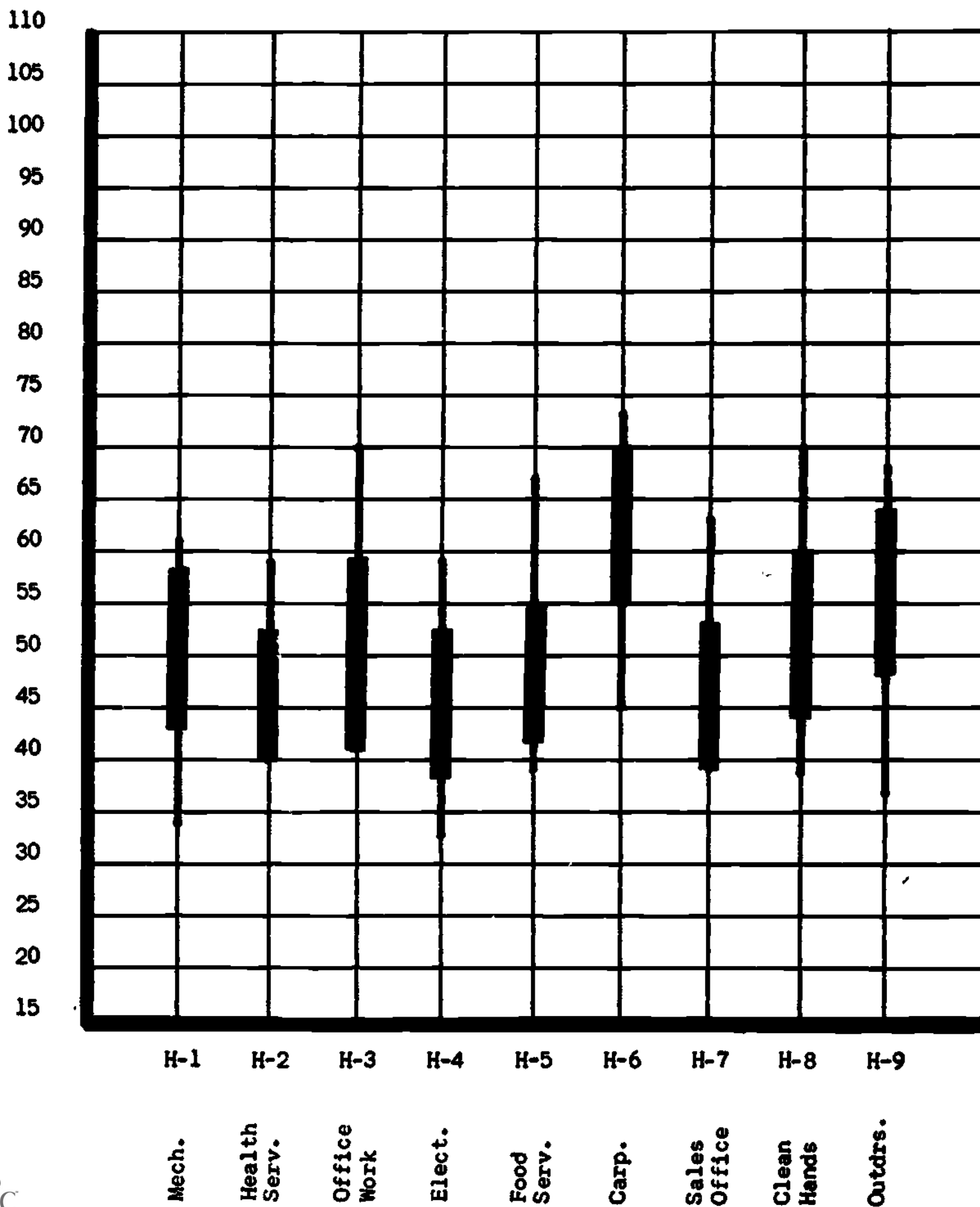


PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
AUTOMOTIVE

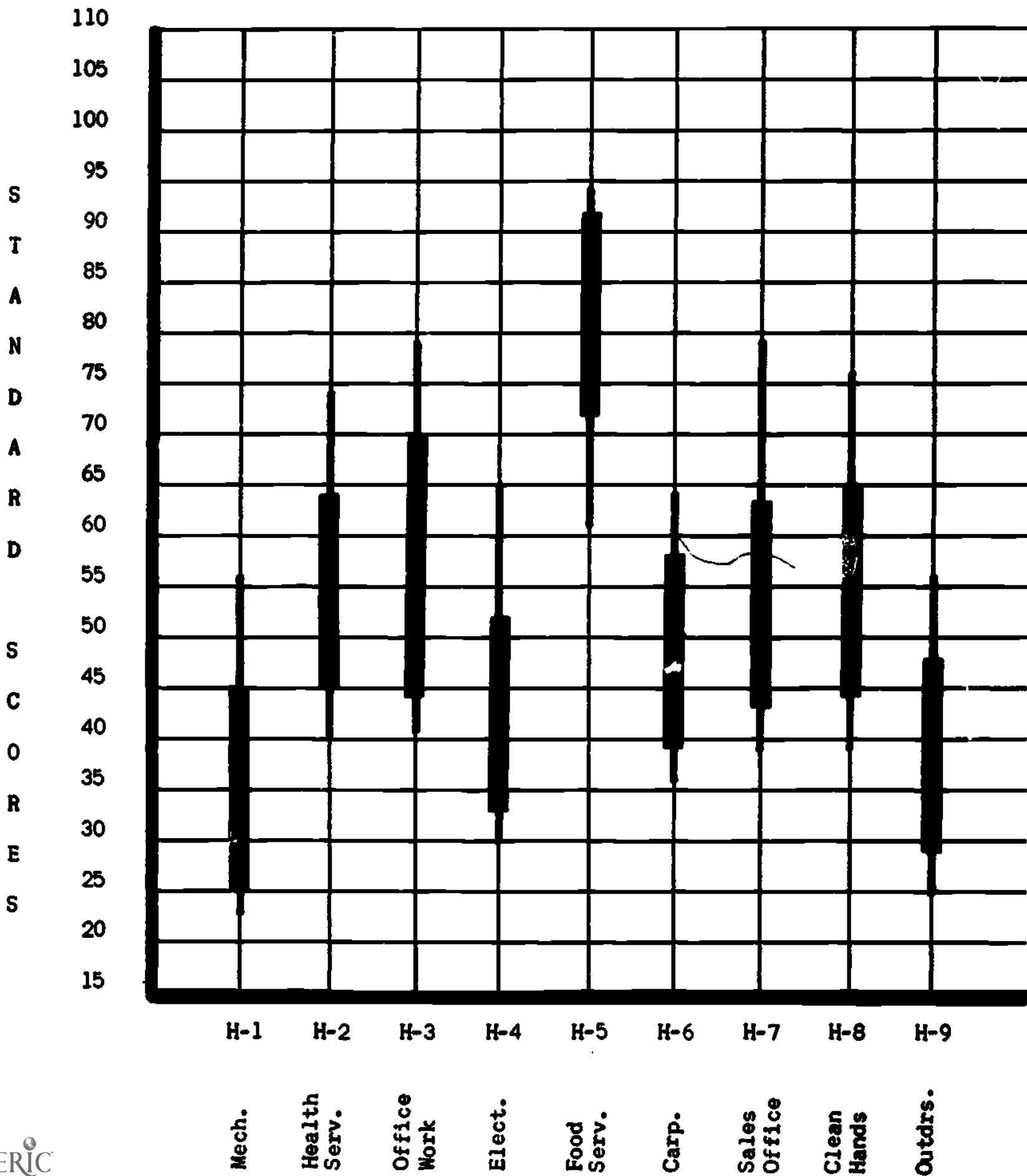


-18-

PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
CARPENTRY

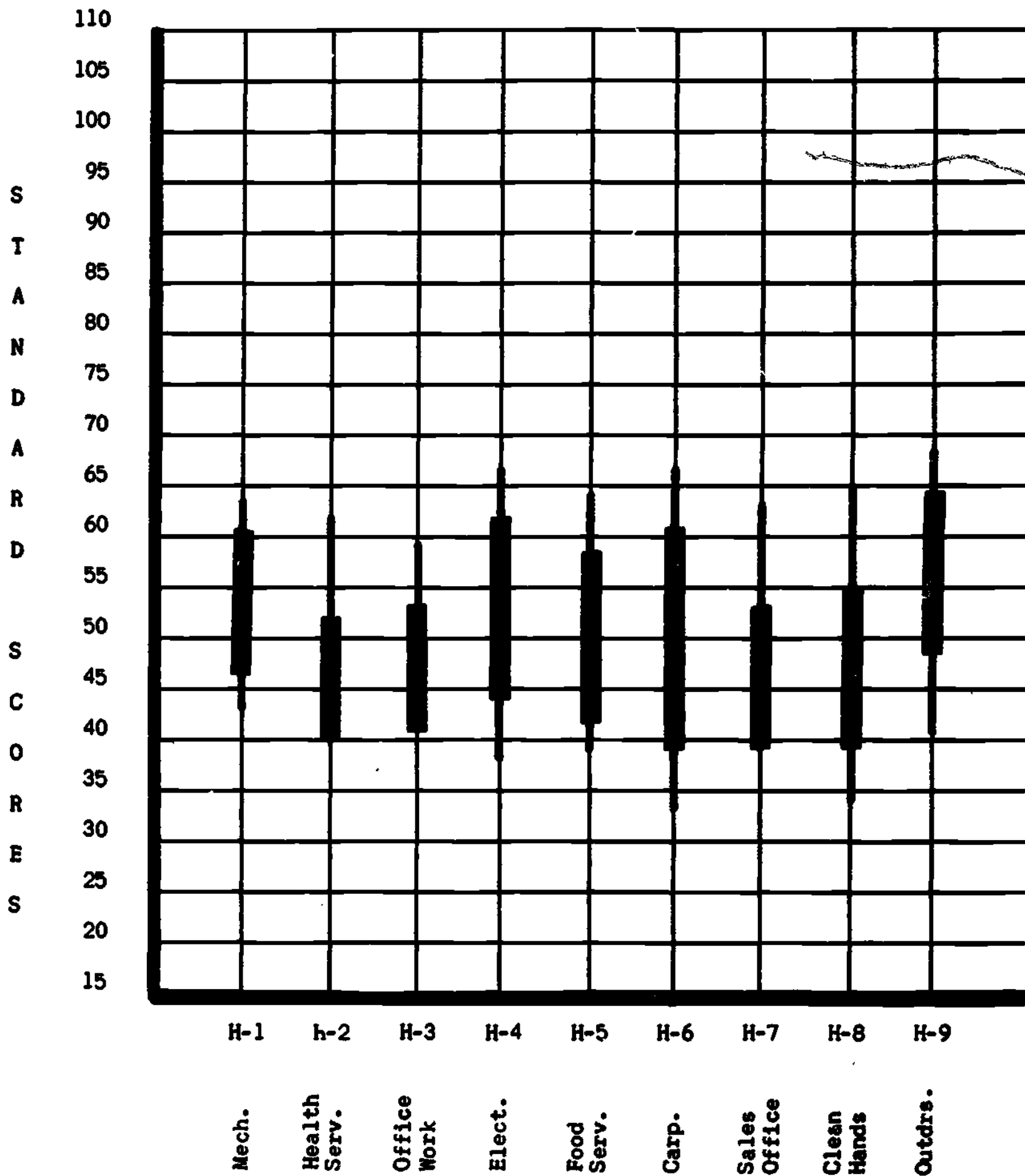


PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
CHEFS AND COOKS

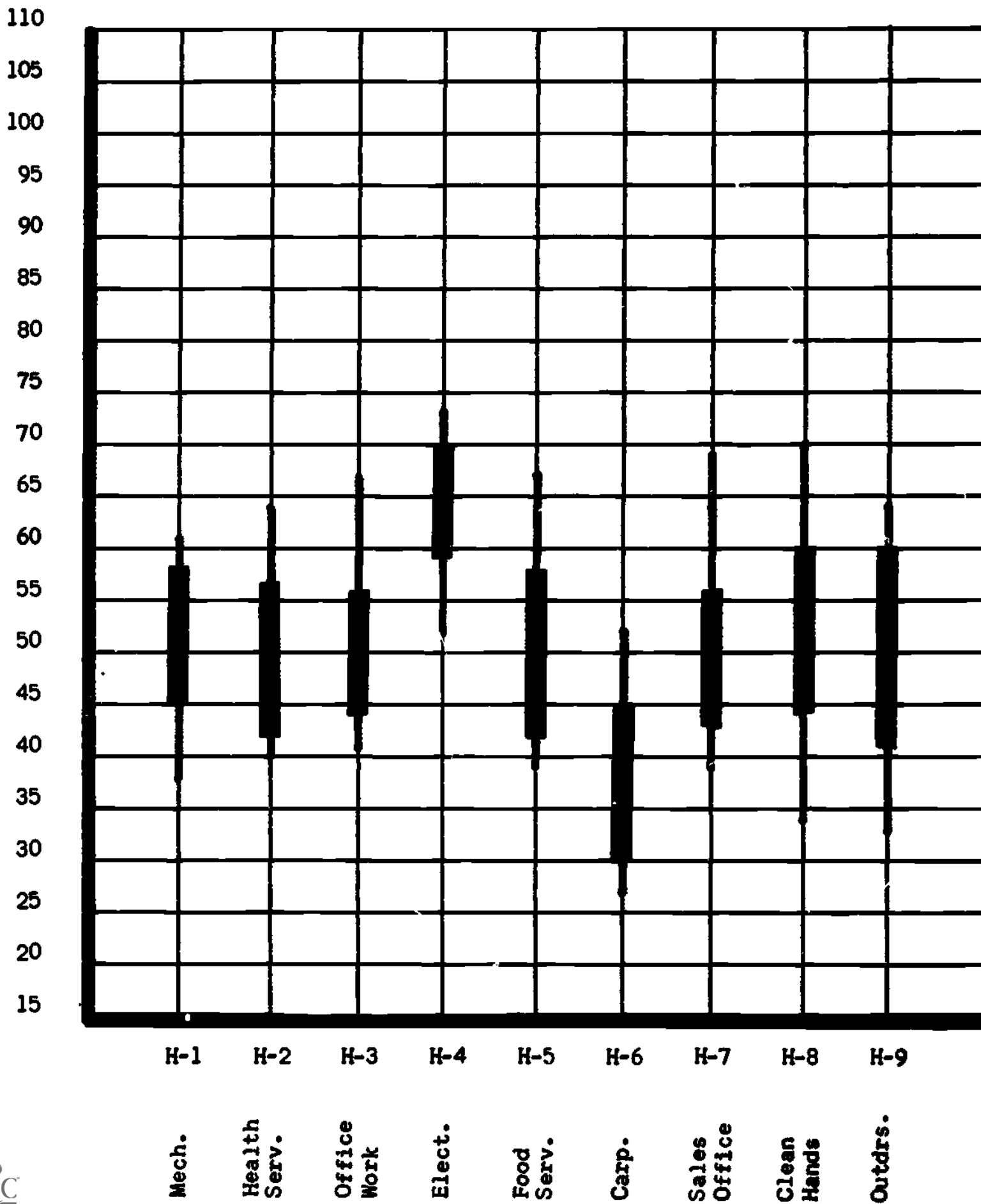




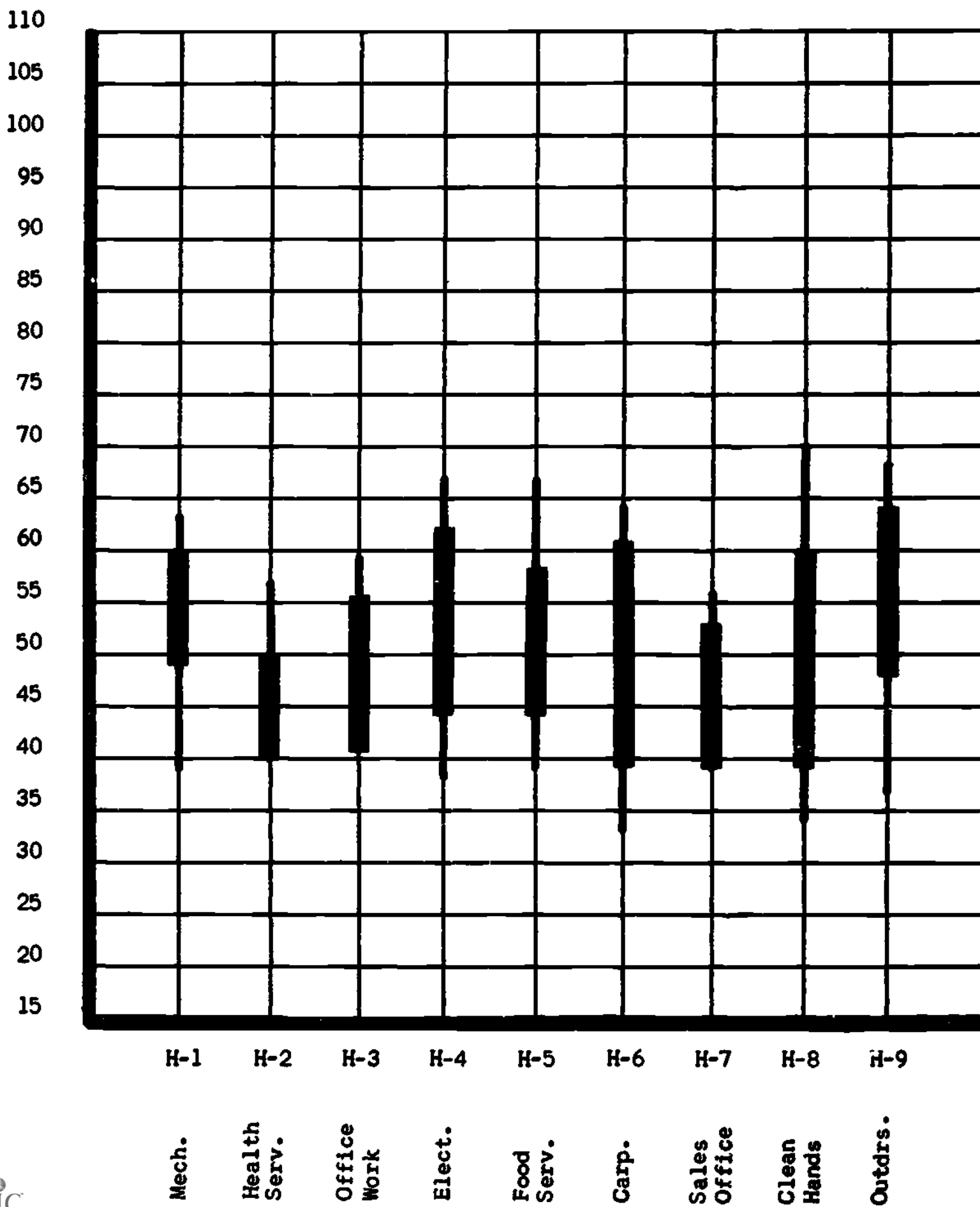
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
DIESEL MECHANICS



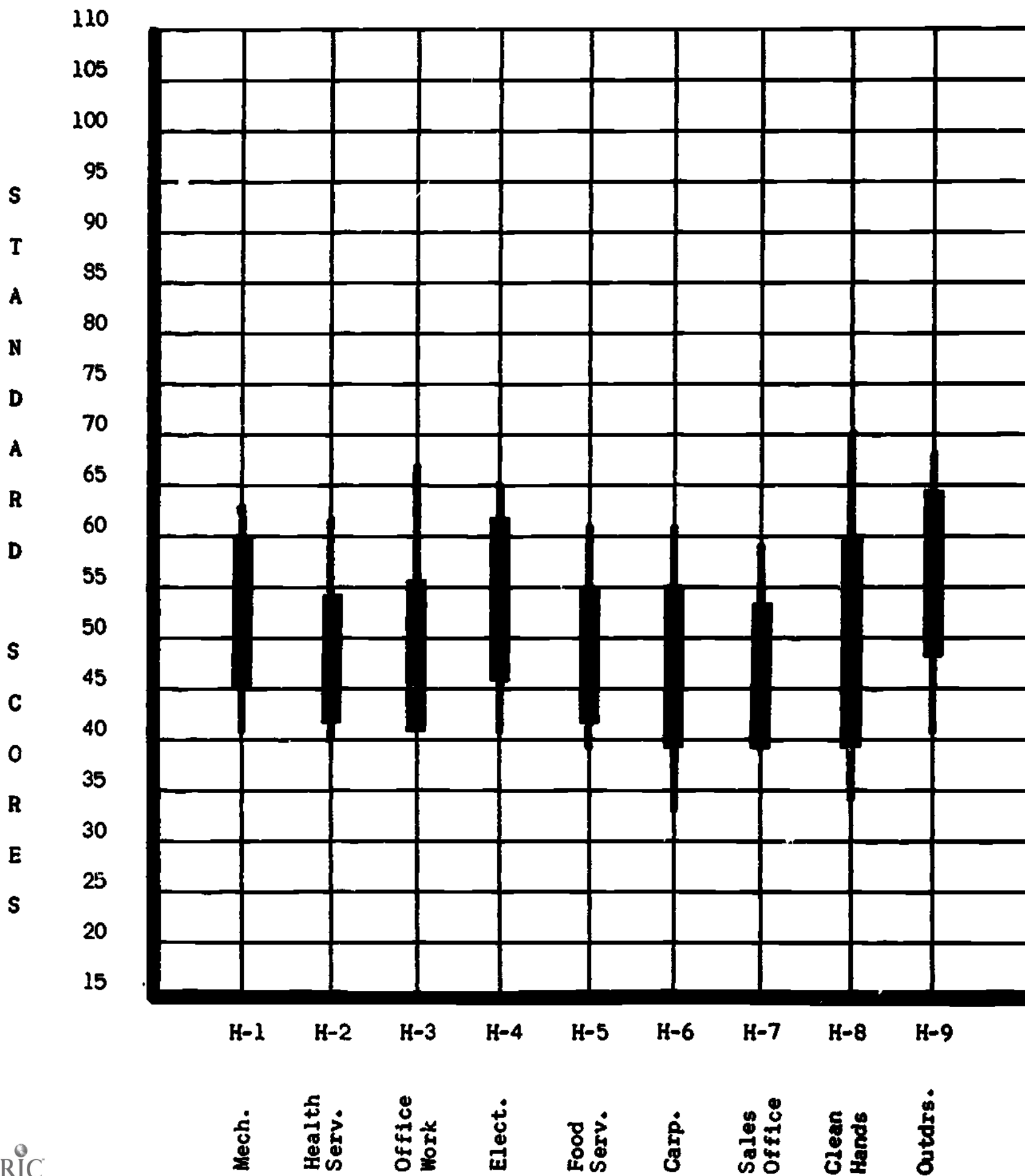
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
ELECTRONICS



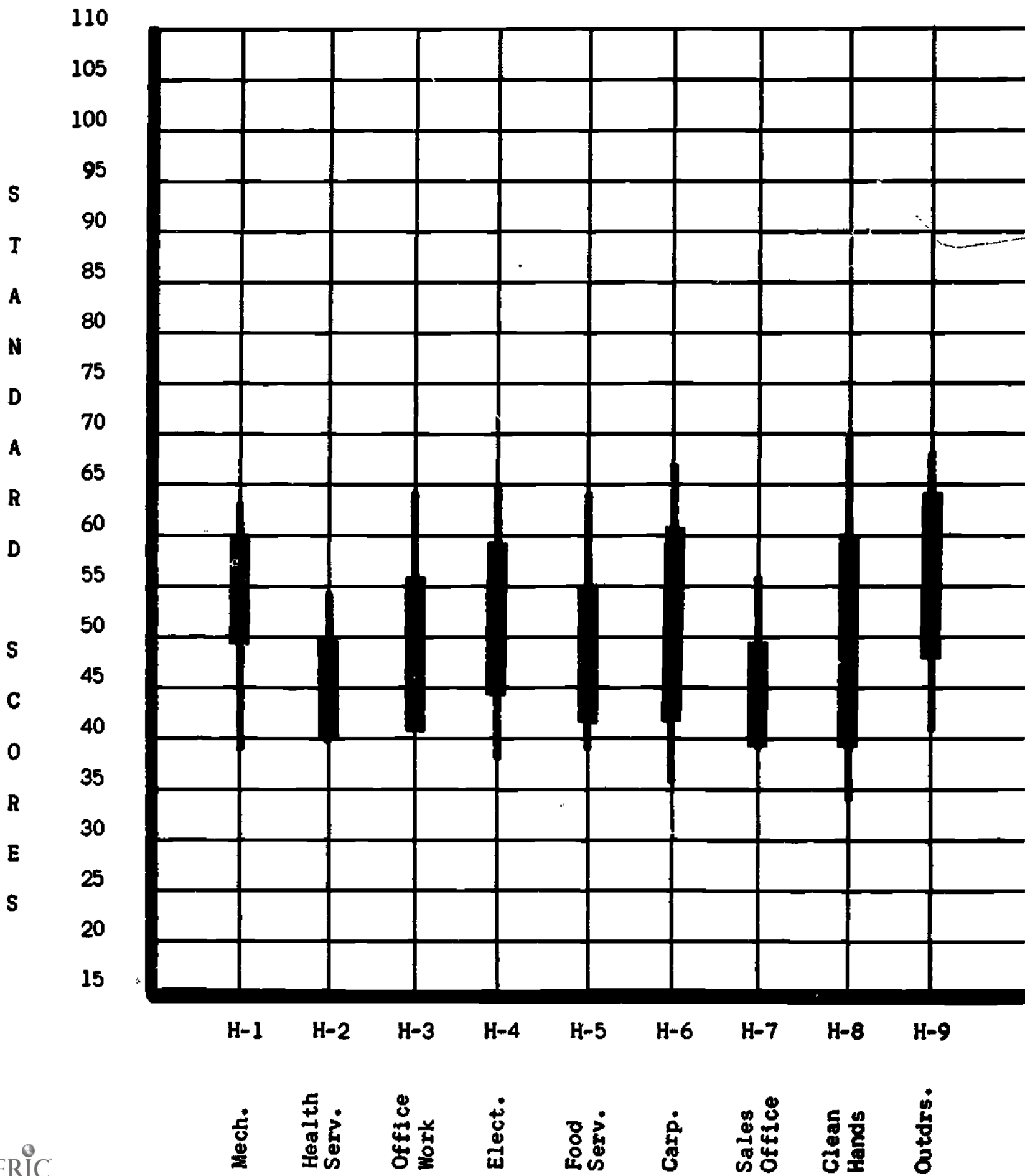
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
FARM EQUIPMENT MECHANICS



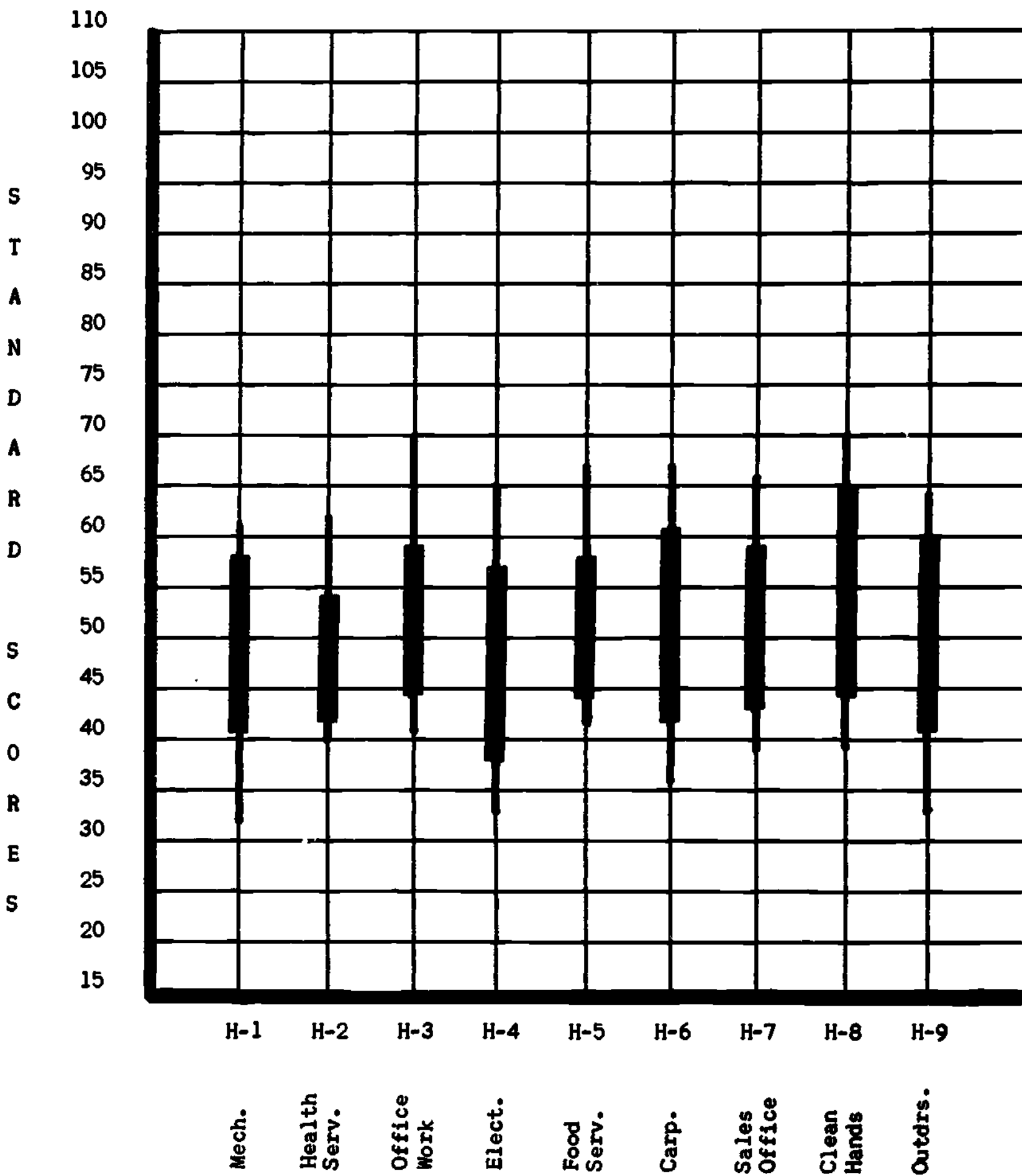
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
FLUID POWER TECHNOLOGY



PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
MACHINE SHOP

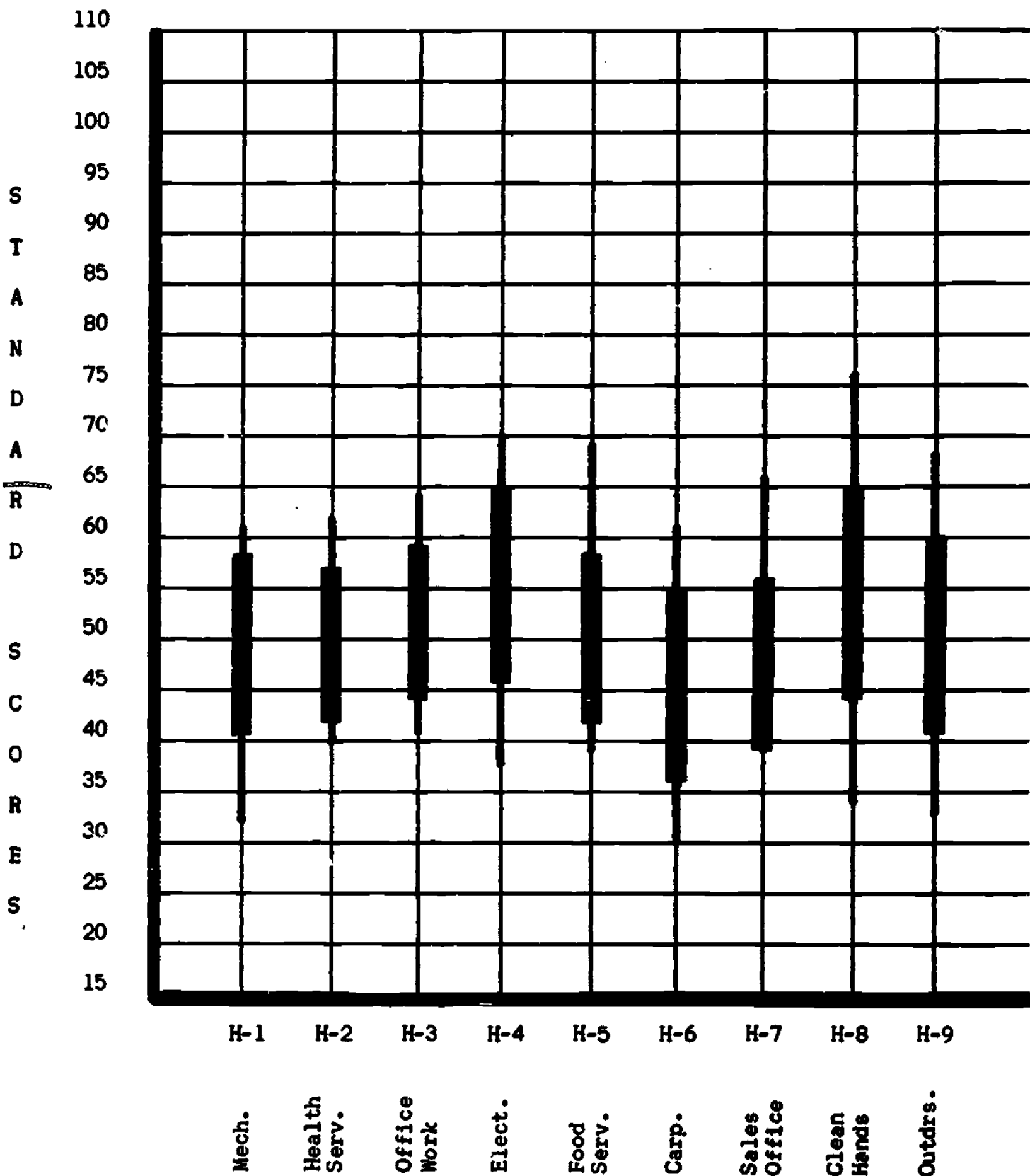


PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
MECHANICAL DRAFTING AND DESIGN

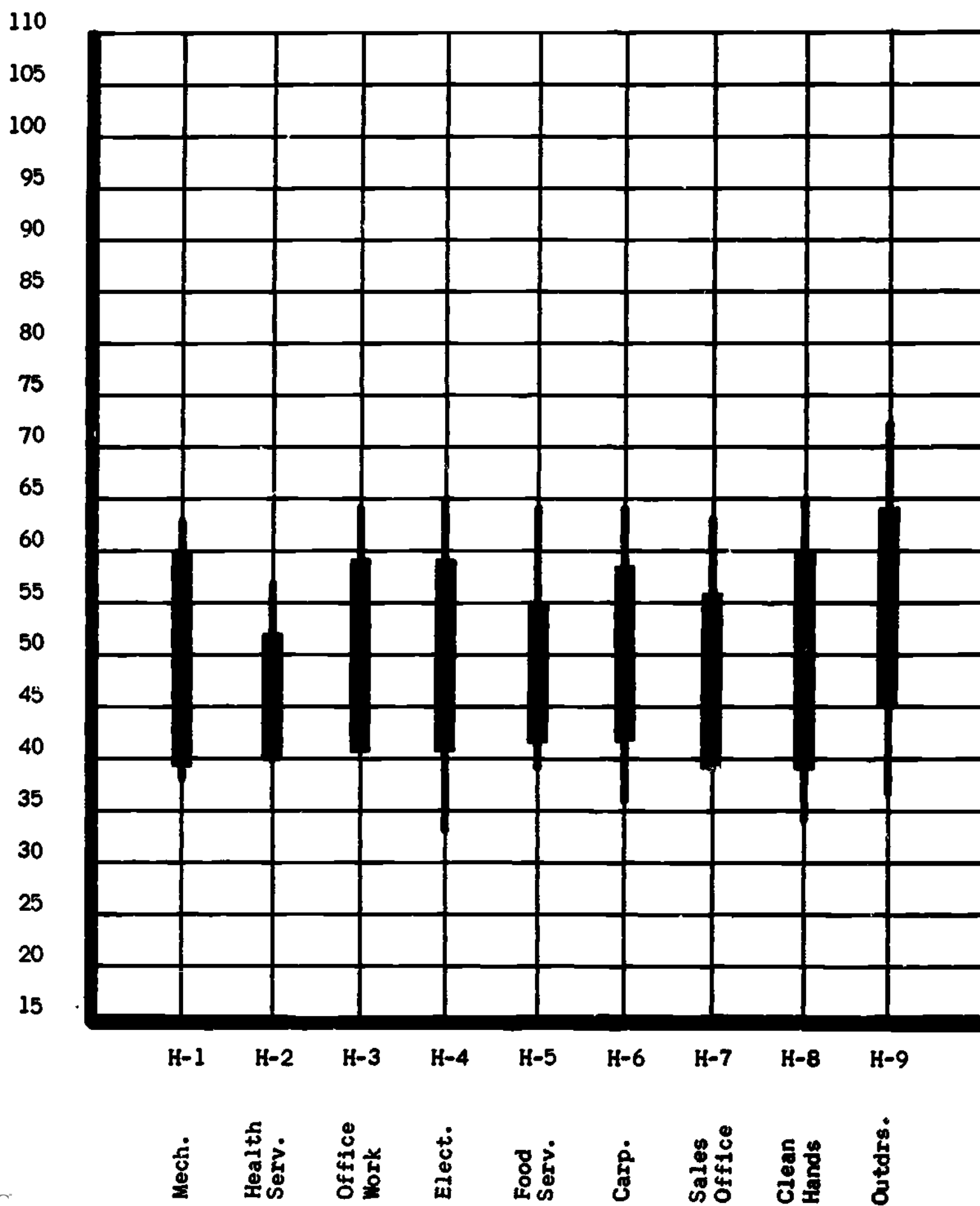




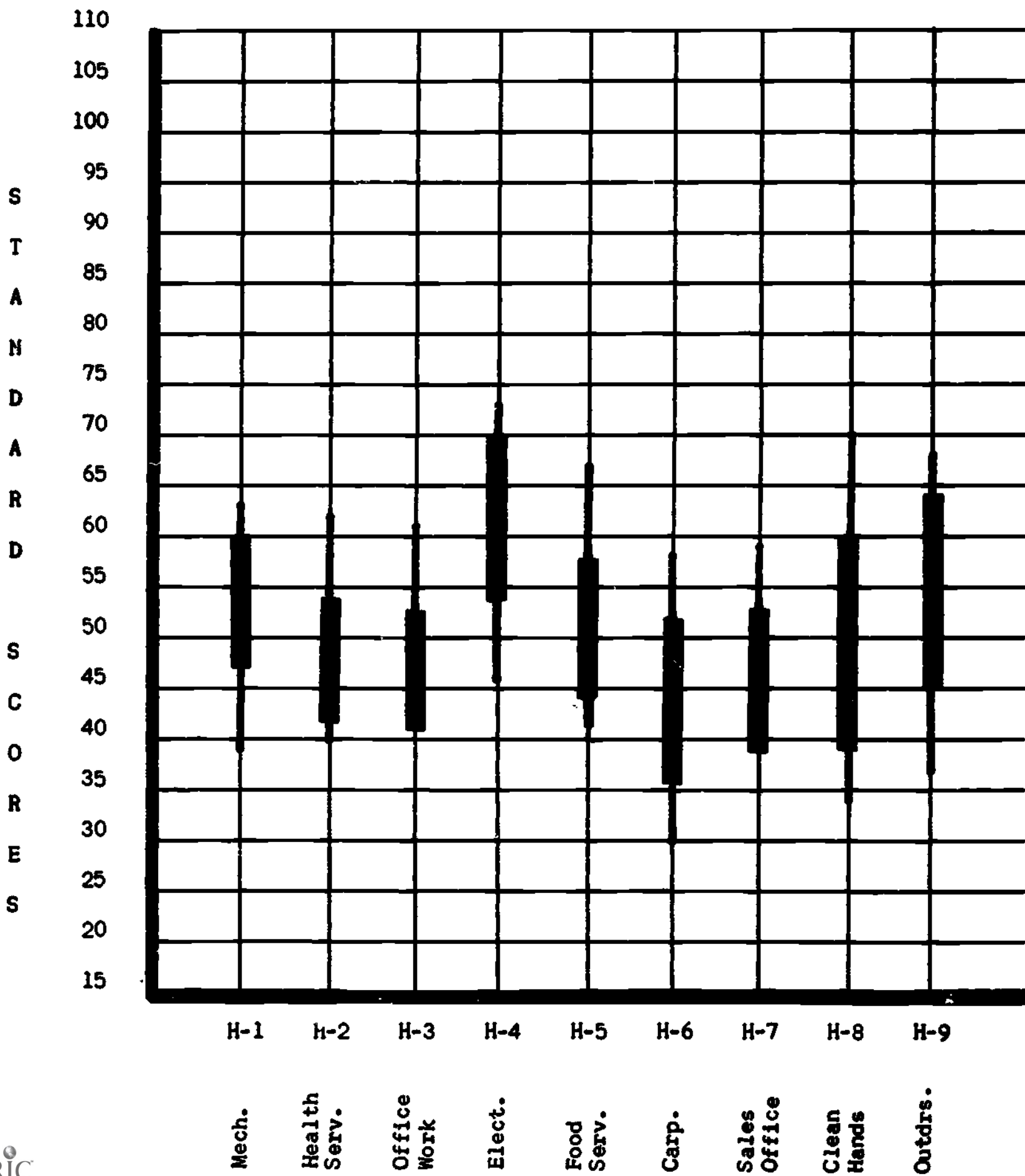
PROJECT MINI-SOORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
MECHANICAL REFRIGERATION, AIR CONDITIONING  
AND APPLIANCE REPAIR



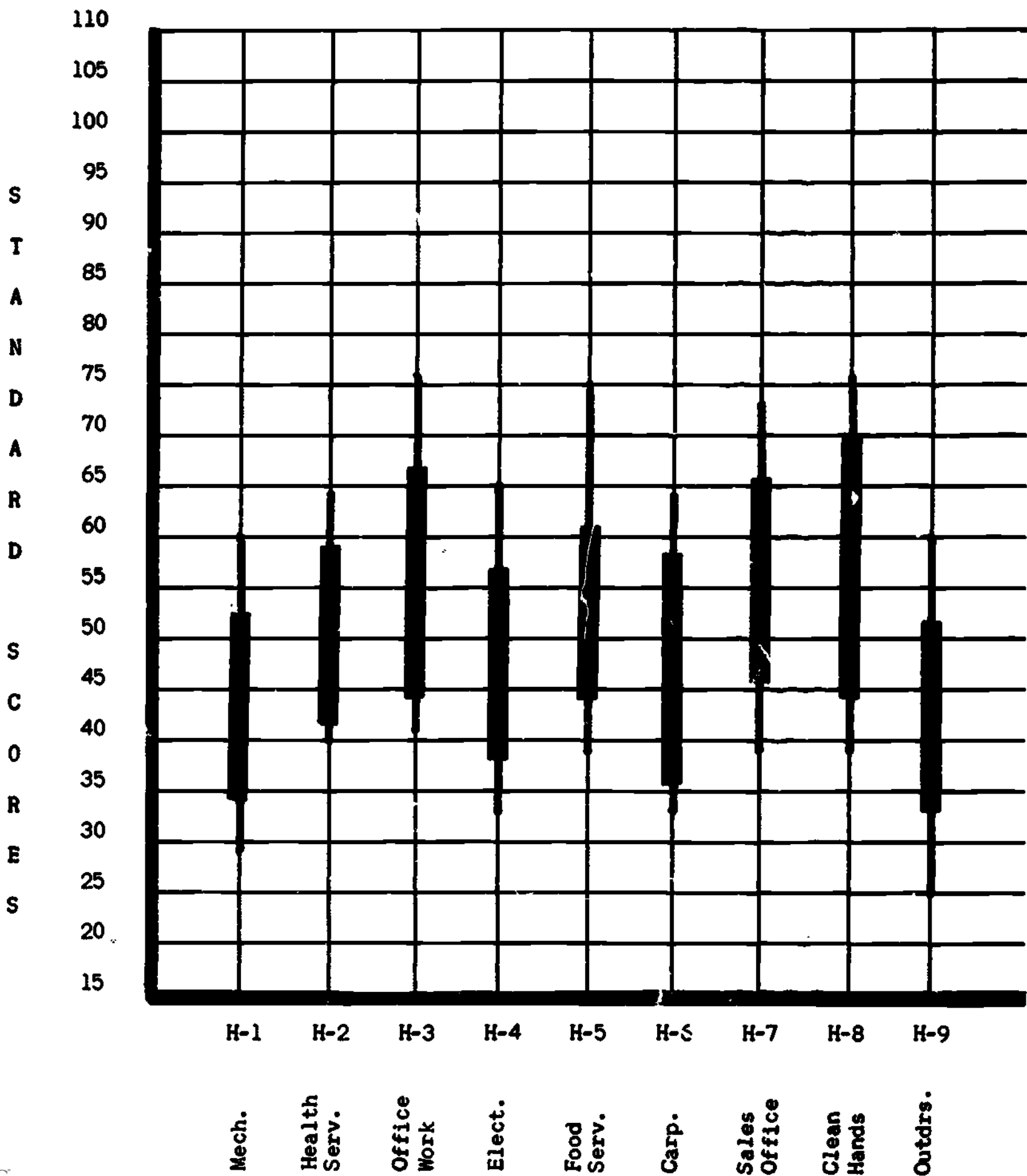
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MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
PLUMBING AND SHEET METAL



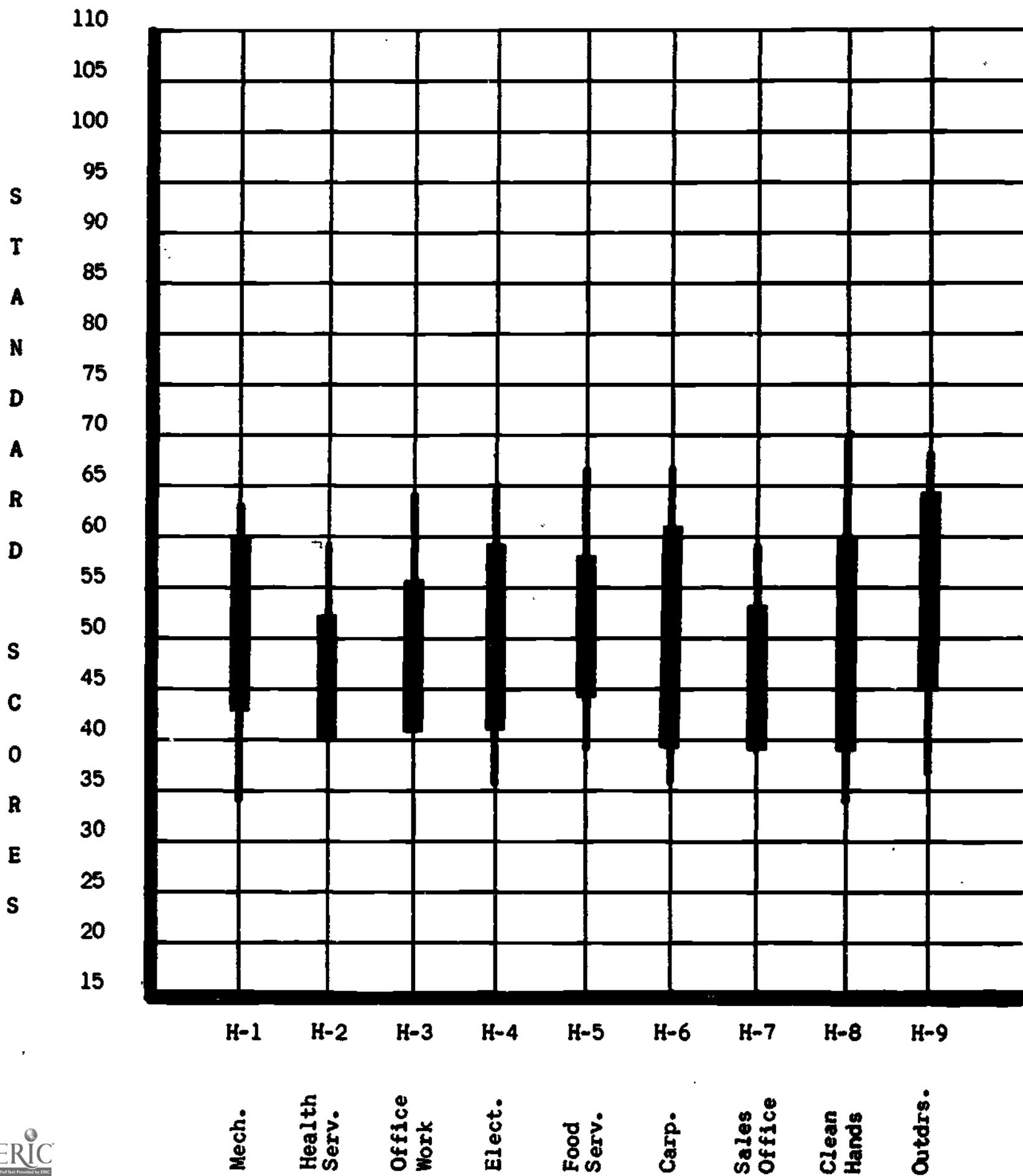
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
POWER AND HOME ELECTRICITY



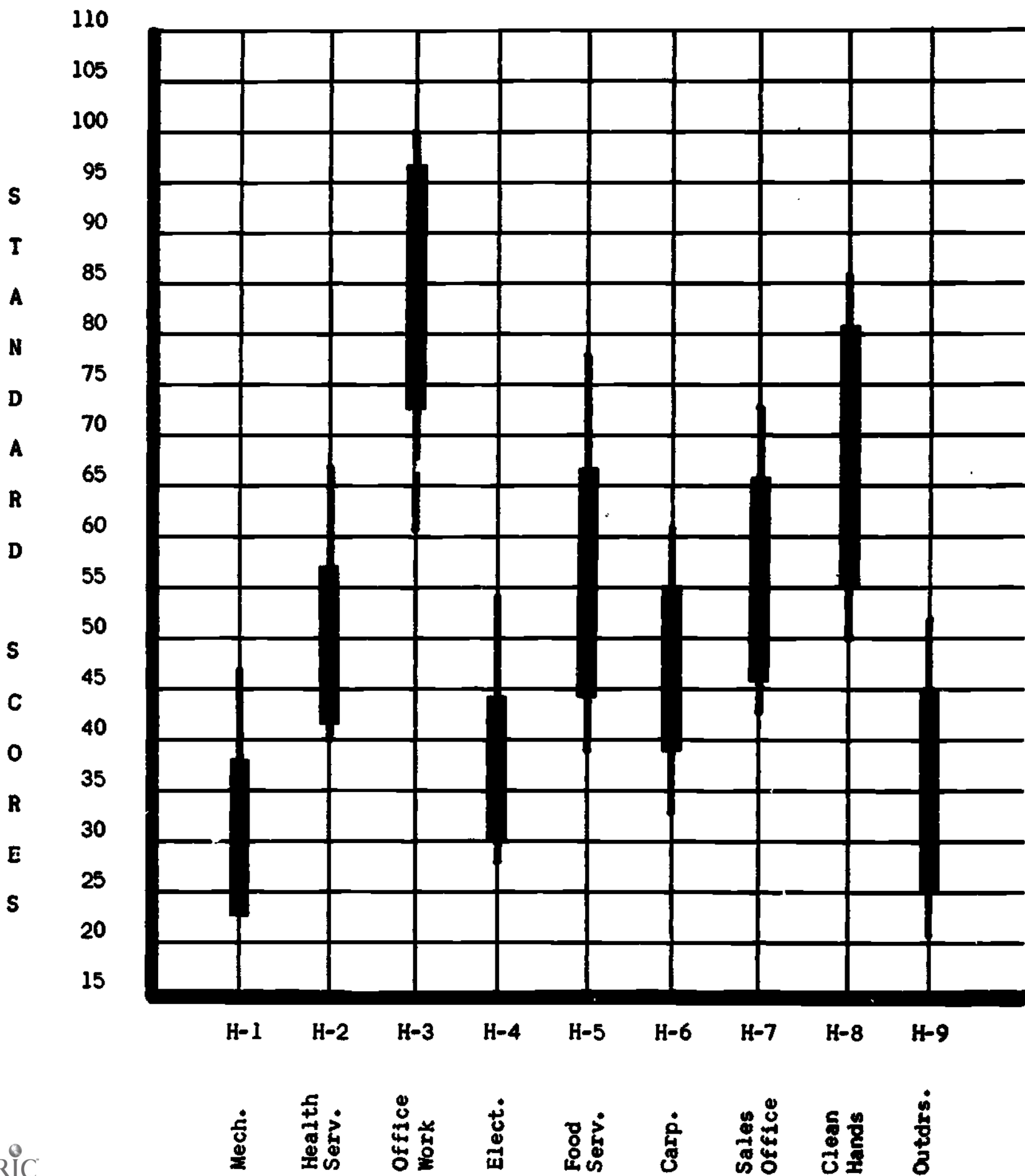
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
PRINTING AND GRAPHIC ARTS



PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
WELDING

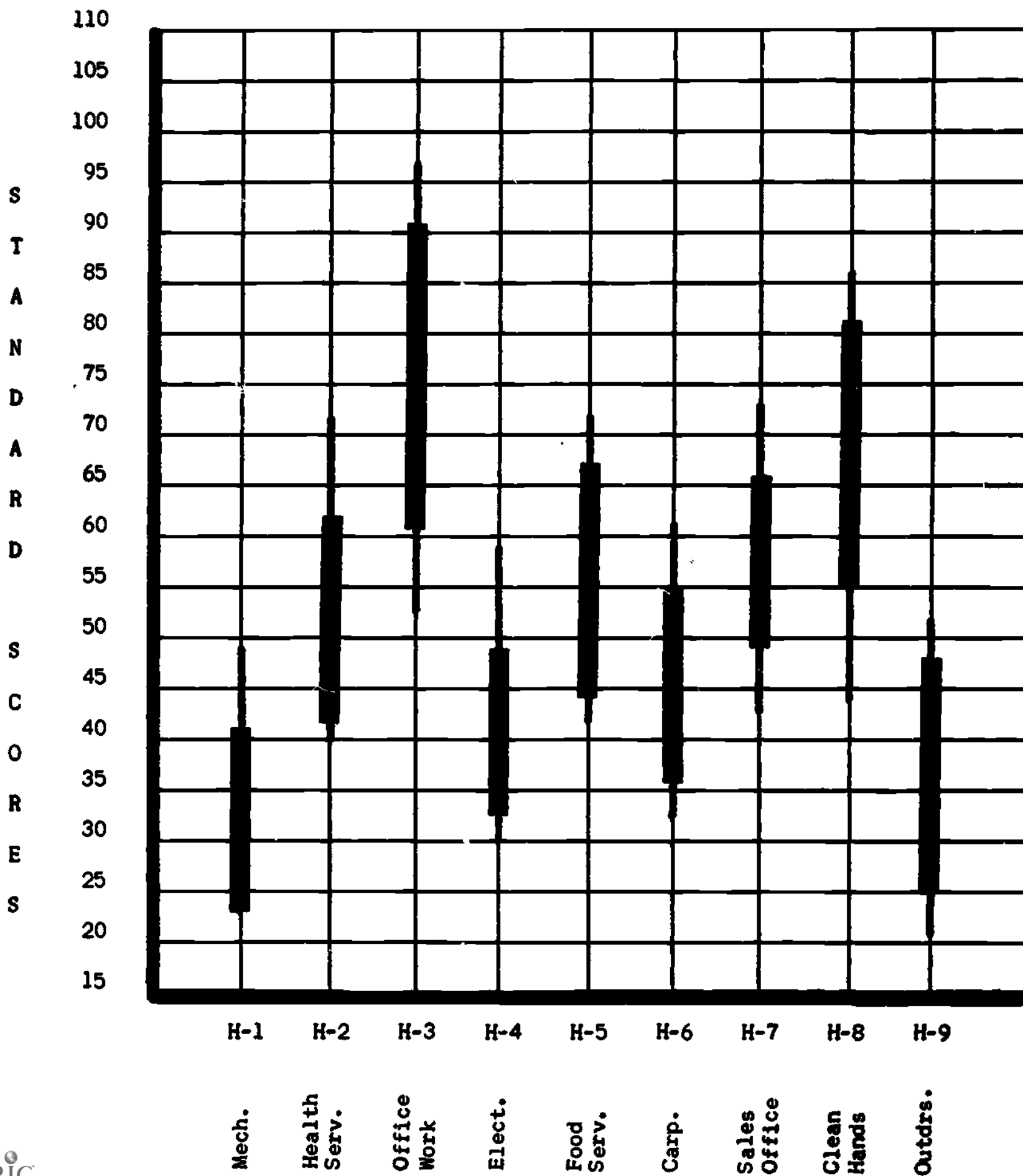


PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
ACCOUNTING

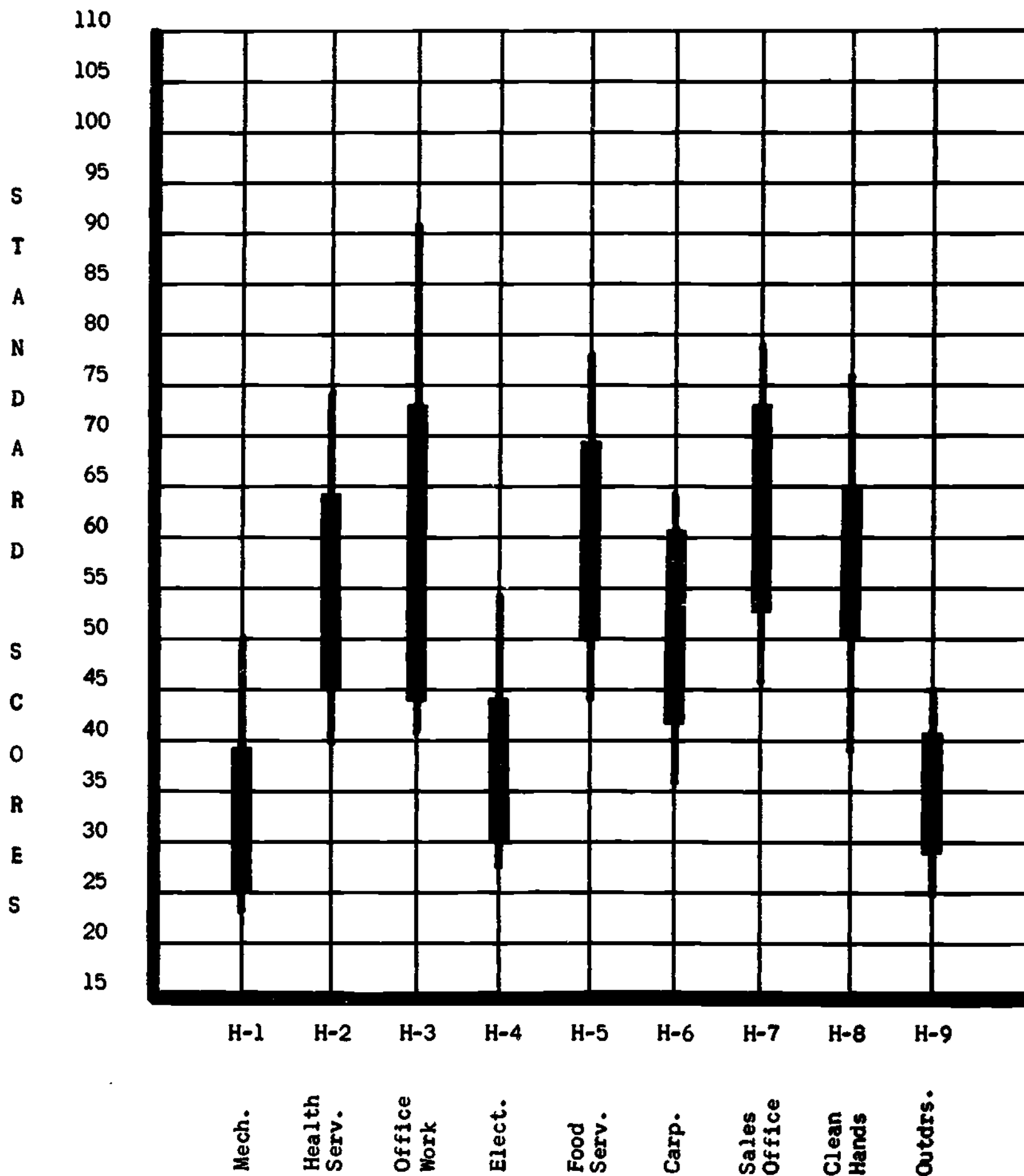




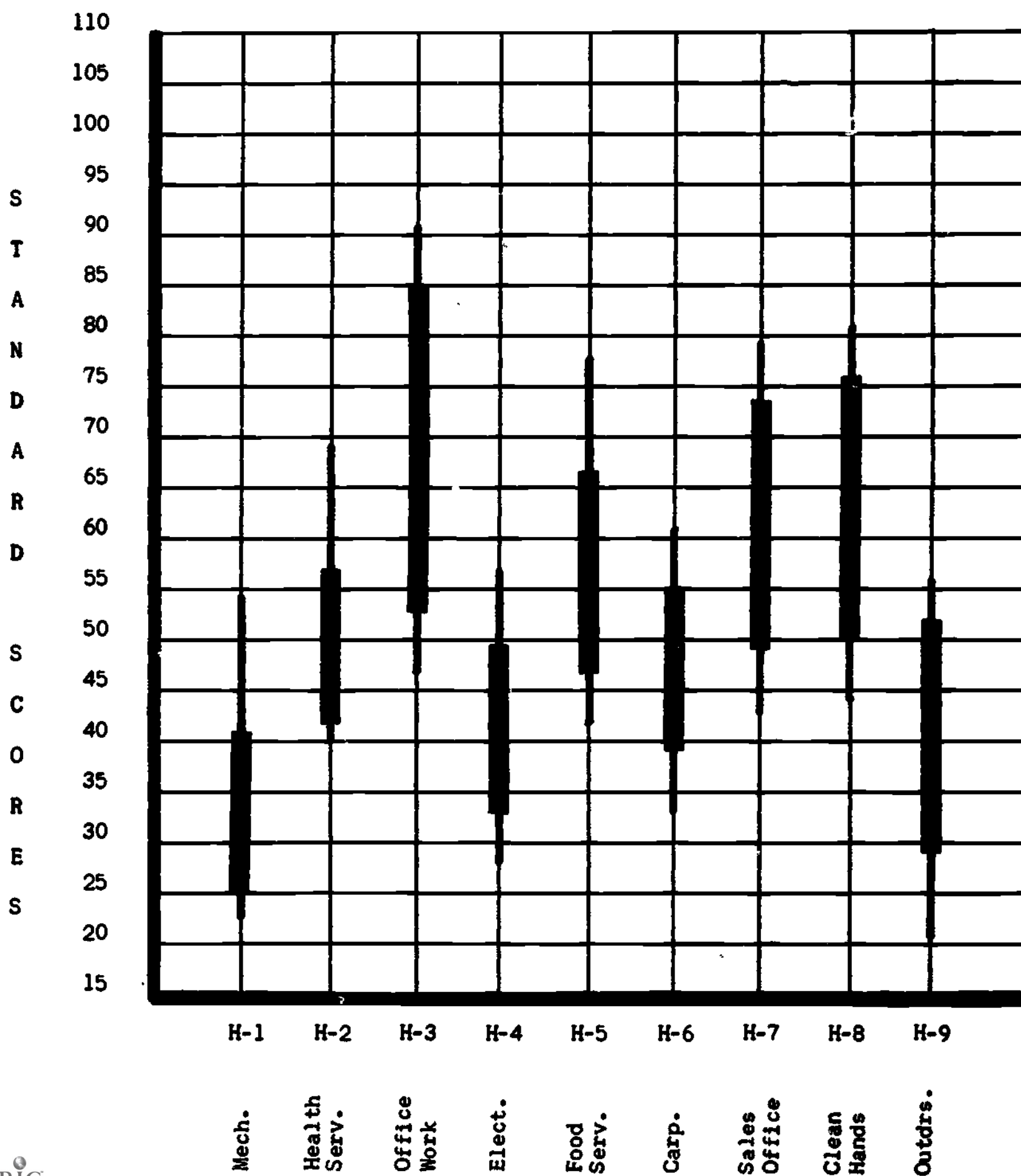
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
DATA PROCESSING



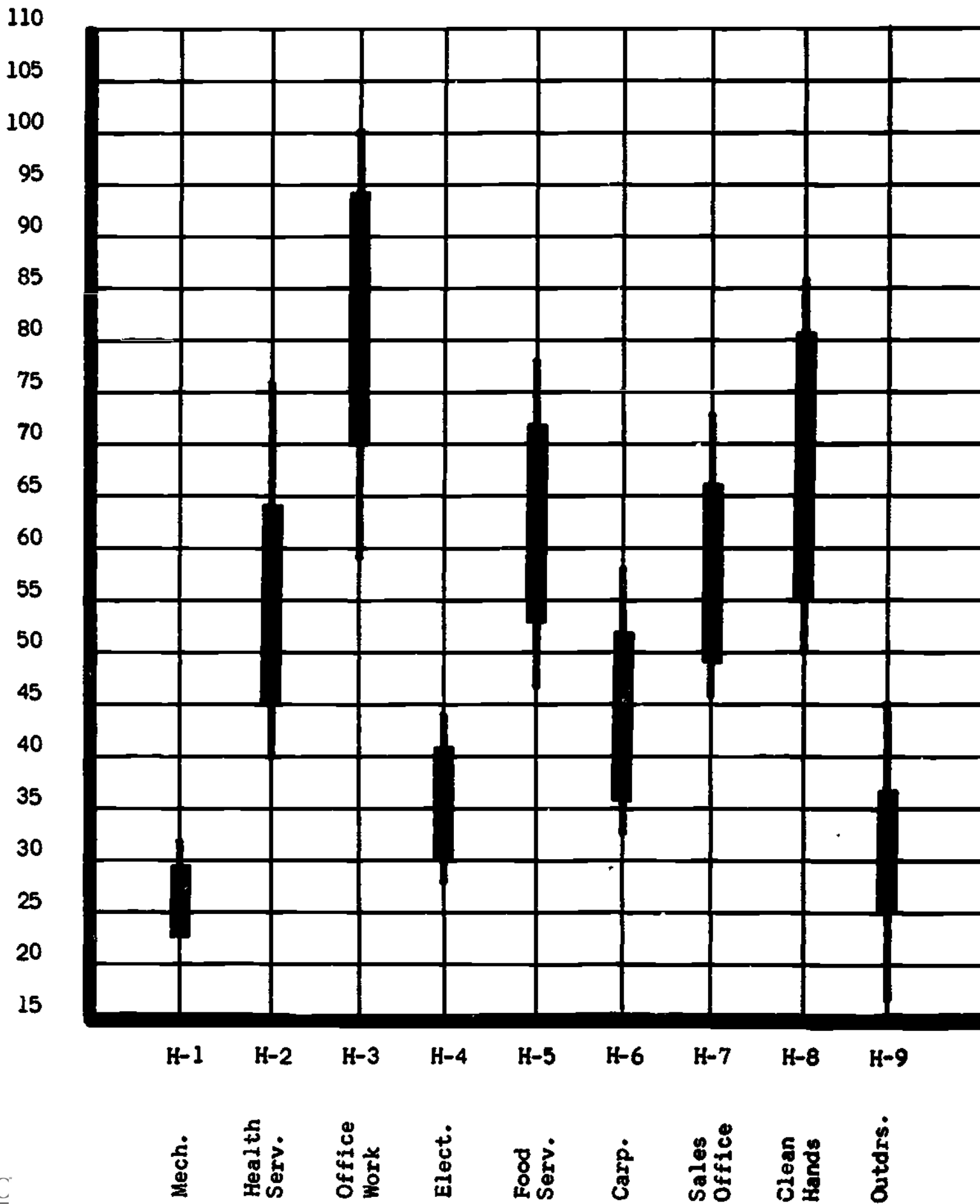
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
INTERIOR DESIGN AND SALES ASSISTANT



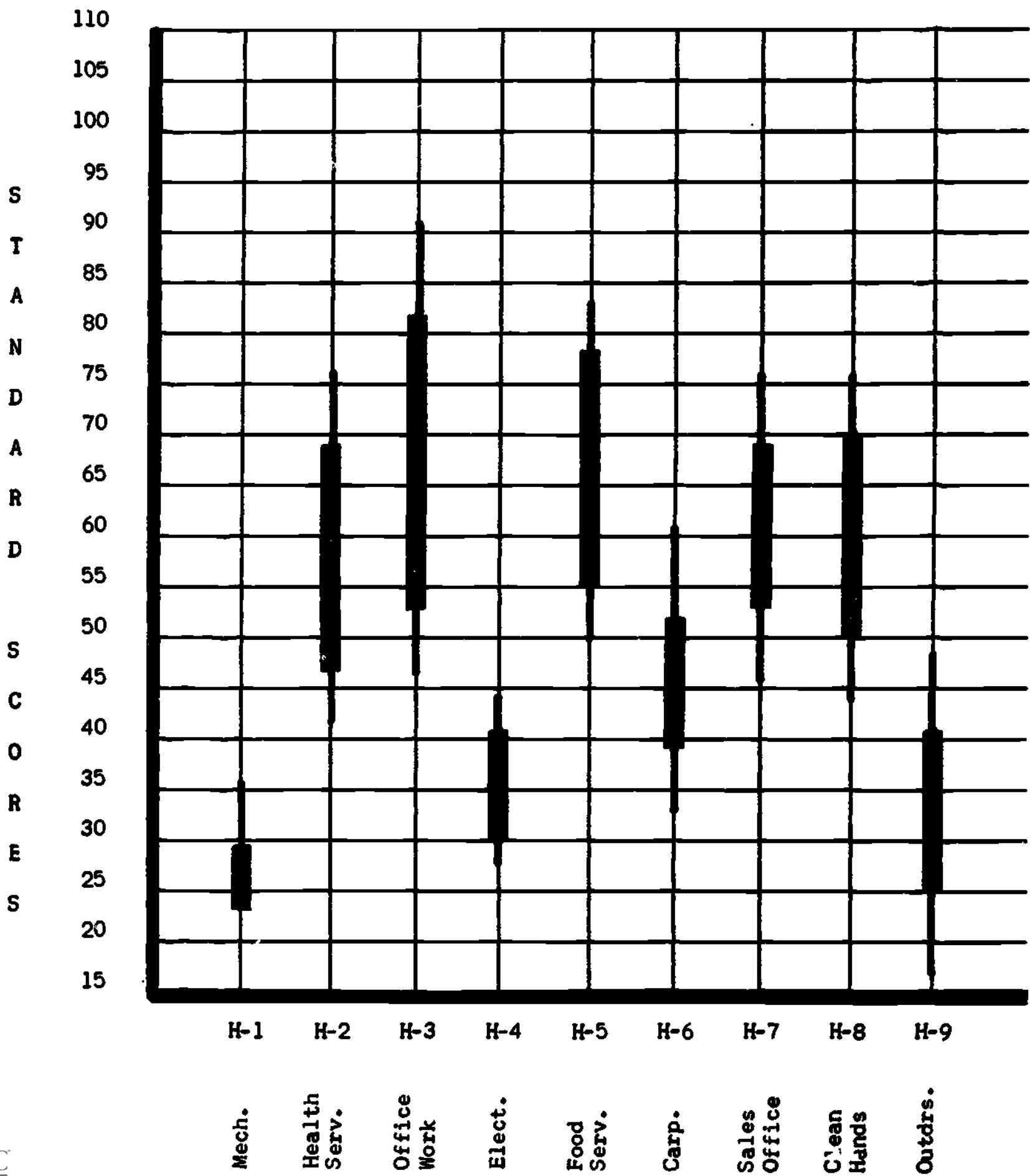
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
SALES



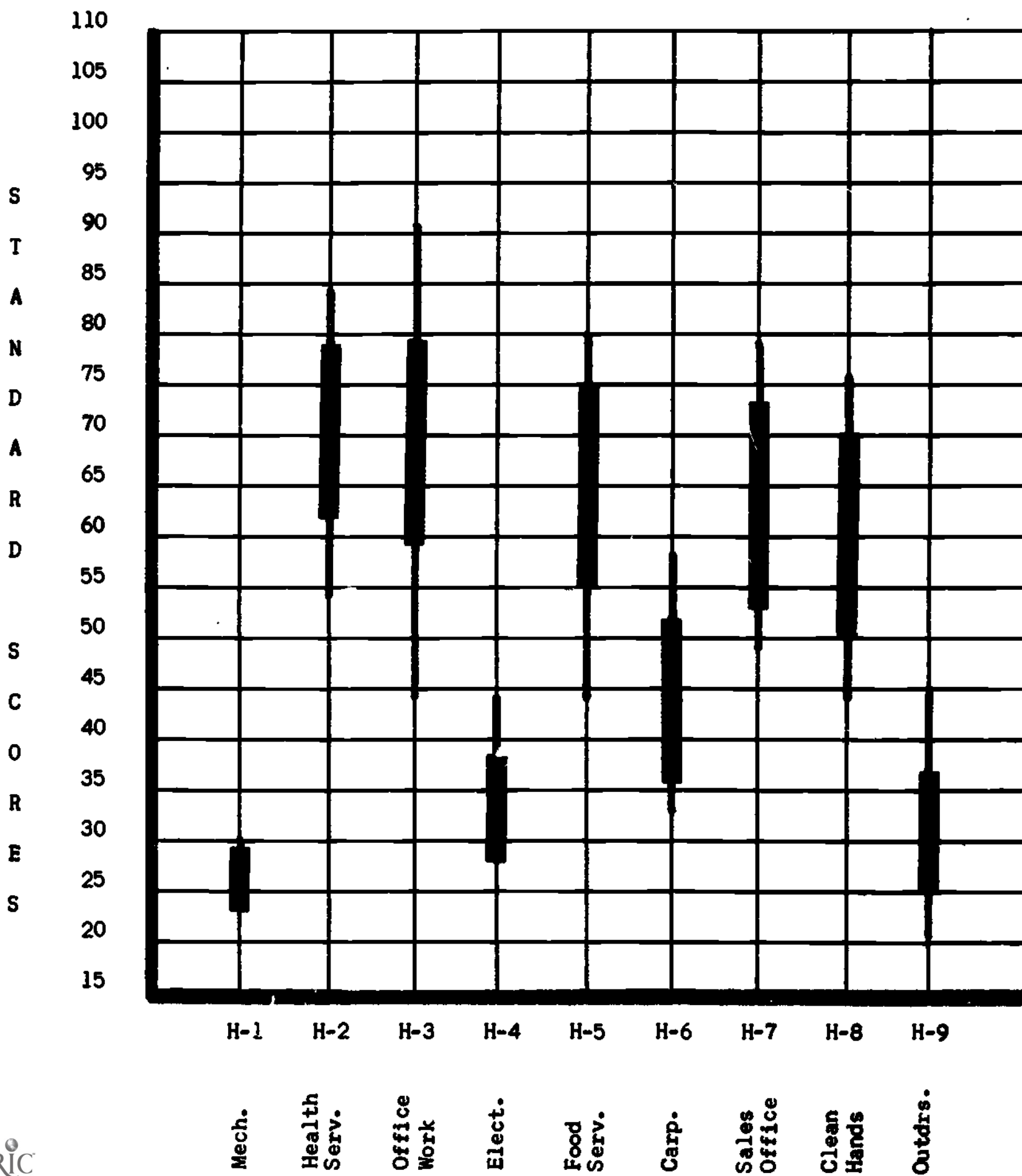
PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
CLERICAL TRAINING



PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
COSMETOLOGY

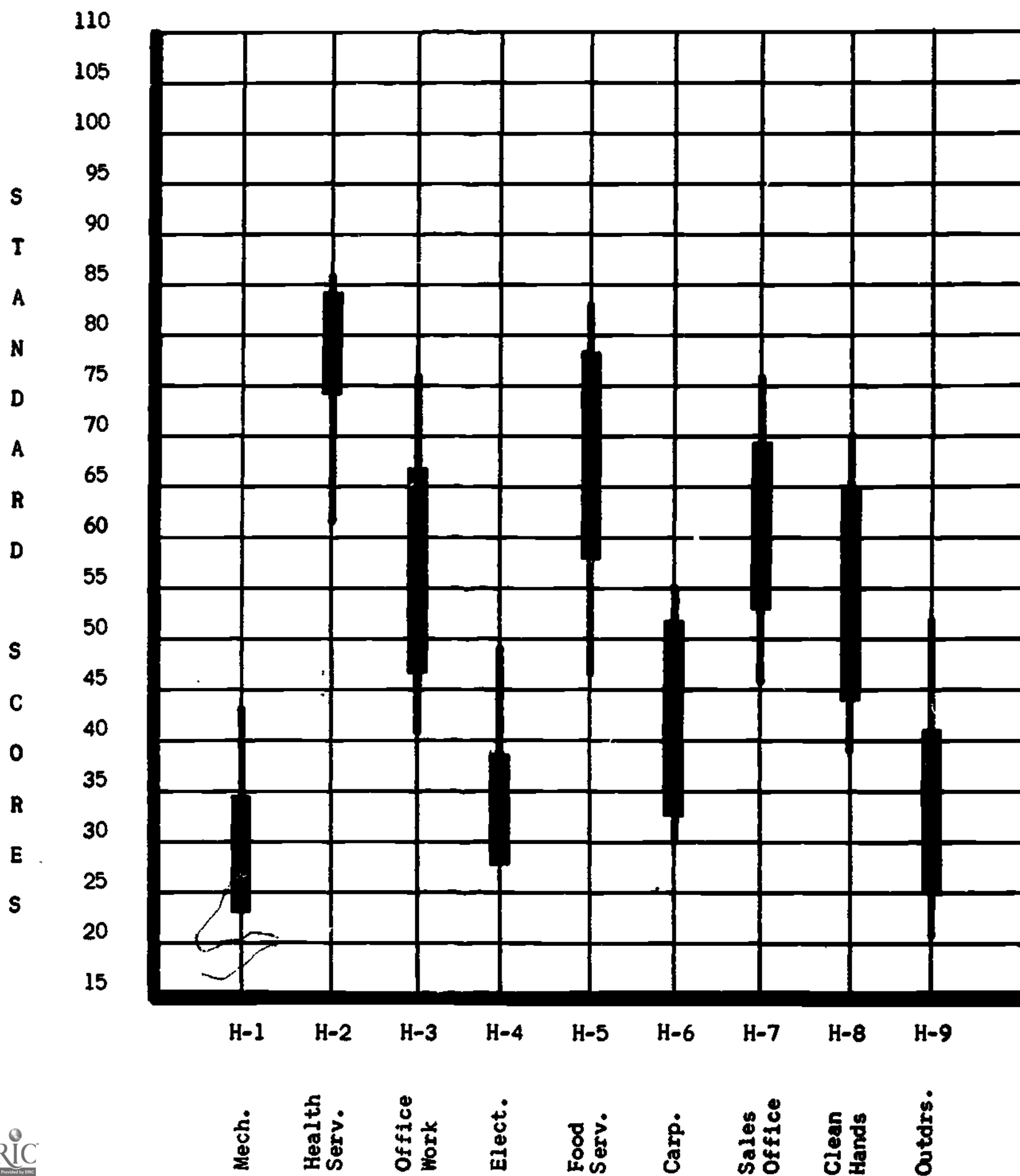


PROJECT MINI-SOORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
DENTAL ASSISTANT

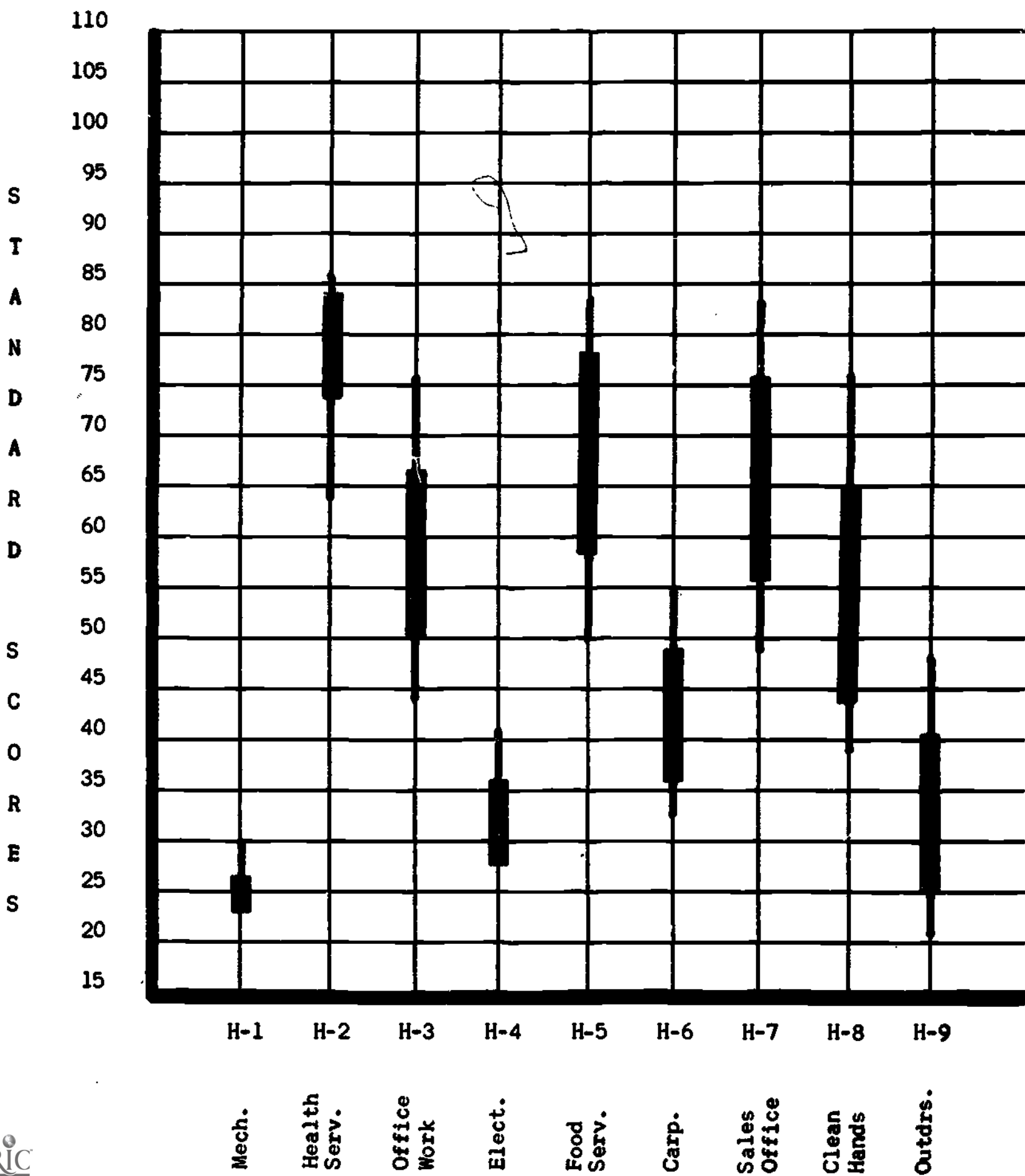




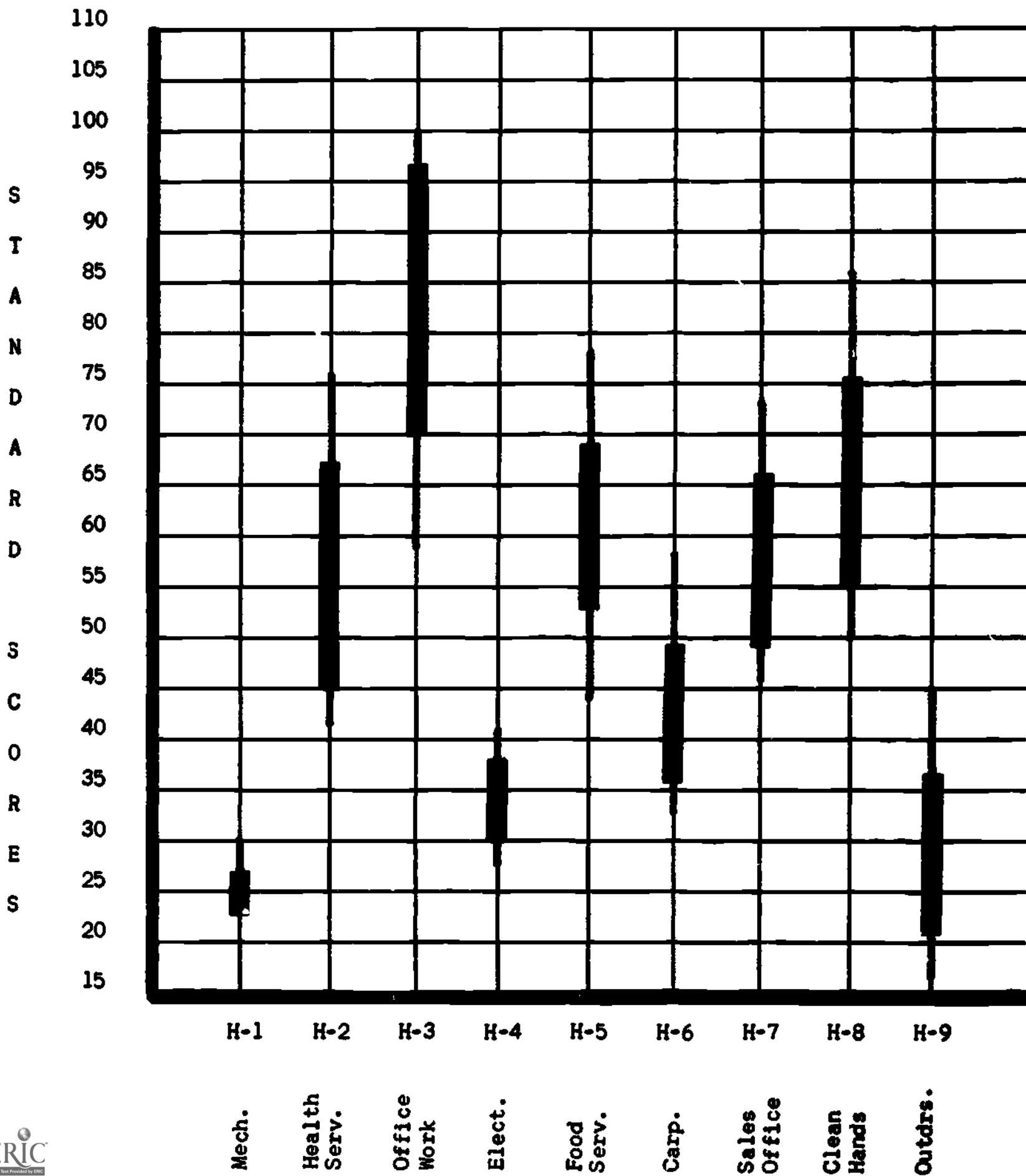
PROJECT MINI-SOORE TRAINING SUCCESS NORMS  
 MVII - HOMOGENEOUS KEY  
 PROFILE SHEET  
 MEDICAL LABORATORY ASSISTANT



PROJECT MINI-SOORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
PRACTICAL NURSING



PROJECT MINI-SCORE TRAINING SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
SECRETARIAL TRAINING



APPENDIX C

MVII HOMOGENEOUS KEY EMPLOYMENT  
SUCCESS NORM PROFILES

CLUSTER I

PRIMARILY MALE CURRICULA

Automotive . . . . .	42
Carpentry . . . . .	43
Electronics . . . . .	44
Machine Shop . . . . .	45
Mechanical Drafting and Design . . . . .	46
Power and Home Electricity . . . . .	
Welding . . . . .	48

CLUSTER II

CURRICULA WITH BOTH MALE AND FEMALE

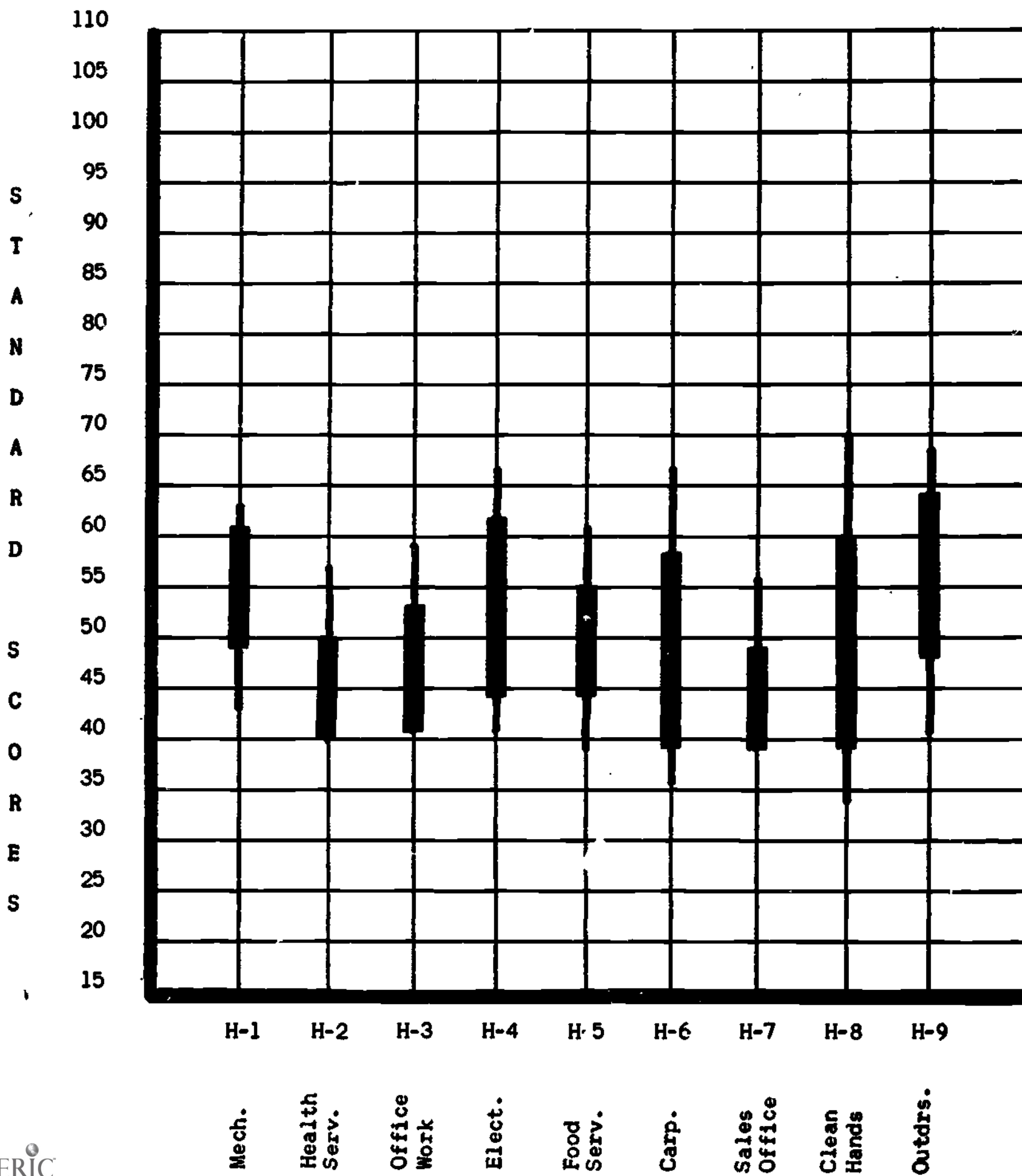
Accounting . . . . .	49
Data Processing . . . . .	50

CLUSTER III

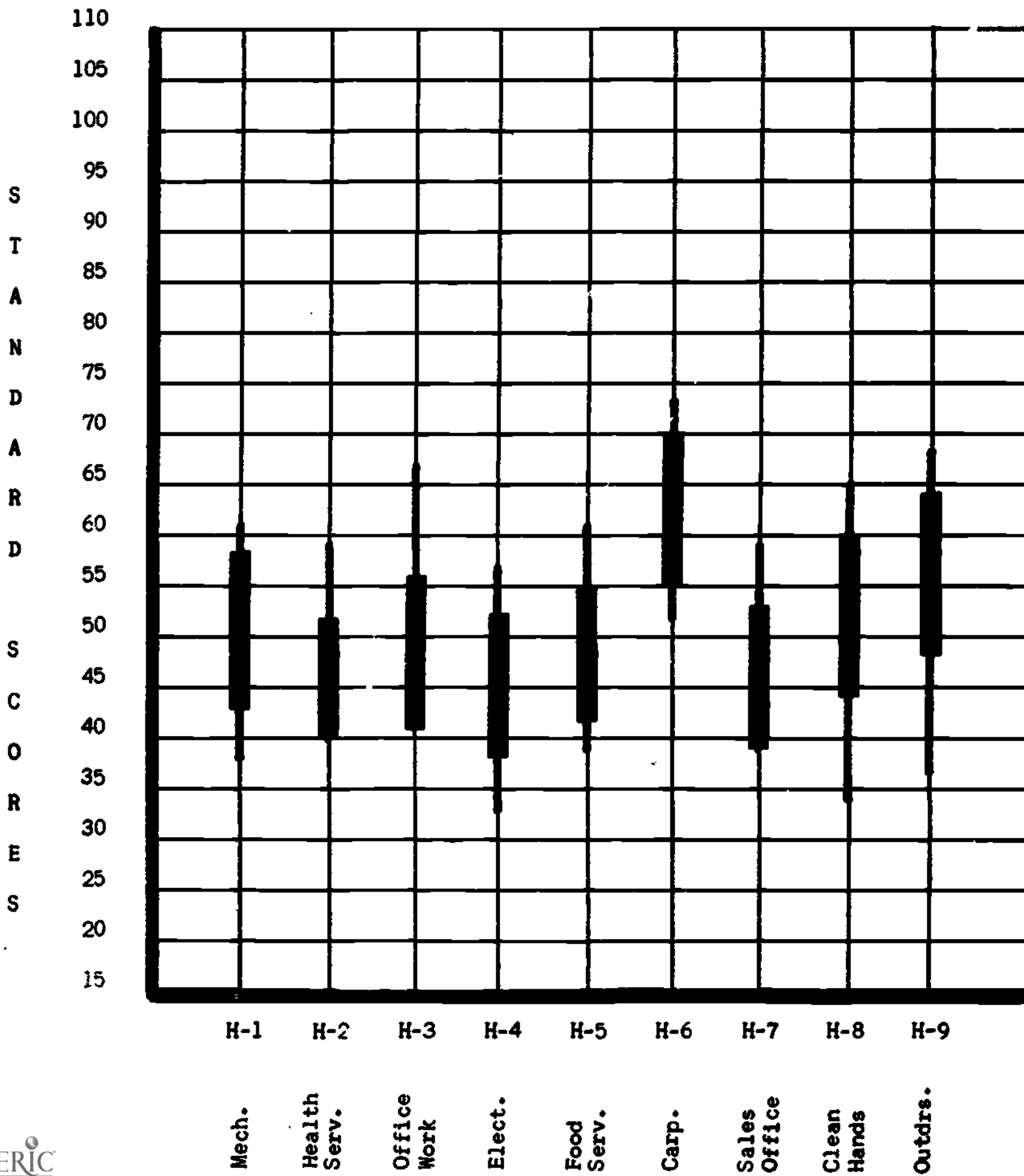
PRIMARILY FEMALE CURRICULA

Clerical Training . . . . .	51
Cosmetology . . . . .	52
Practical Nursing . . . . .	53
Secretarial Training . . . . .	54

ECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
 MVII - HOMOGENEOUS KEY  
 PROFILE SHEET  
 AUTOMOTIVE

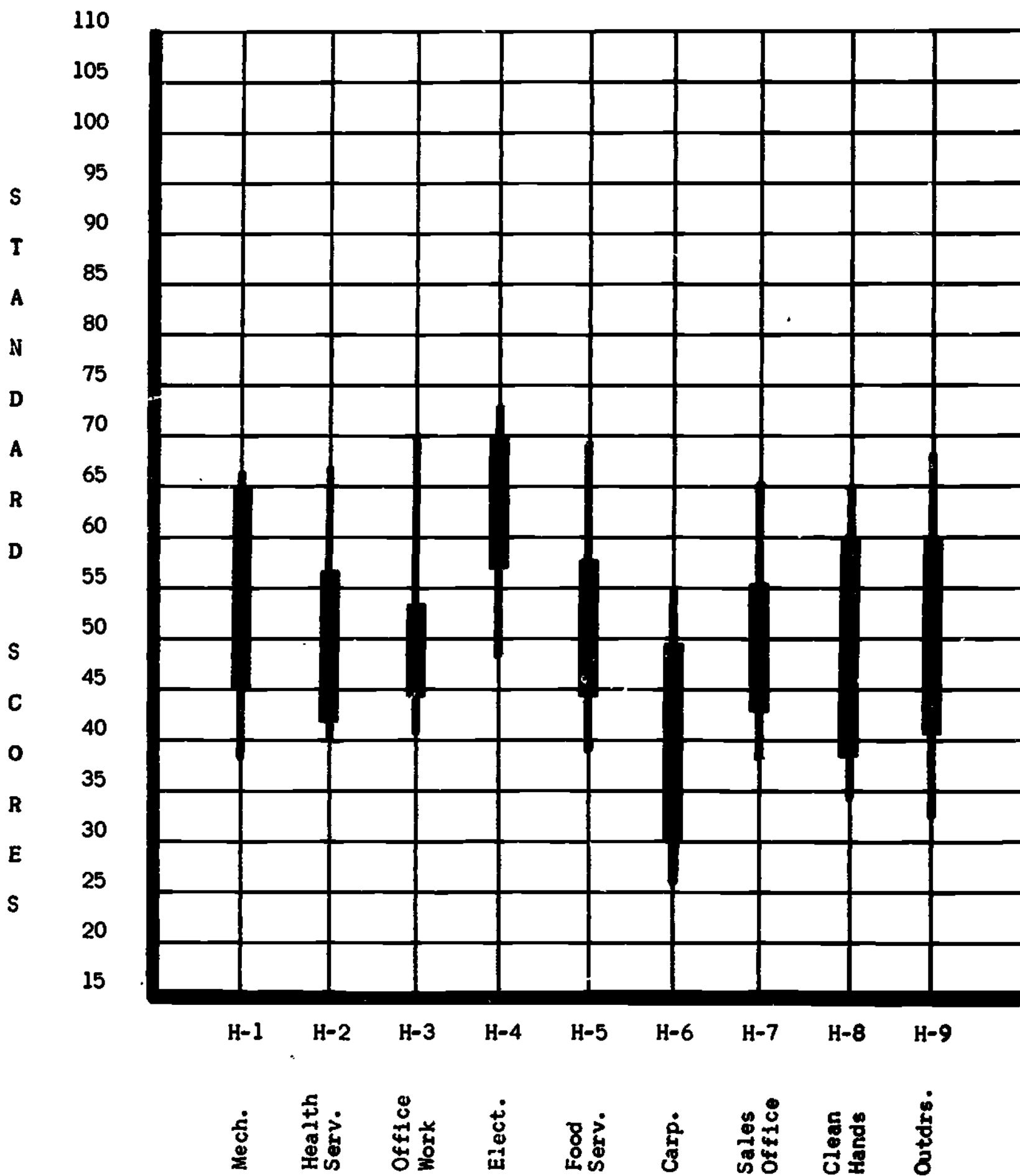


PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
CARPENTRY

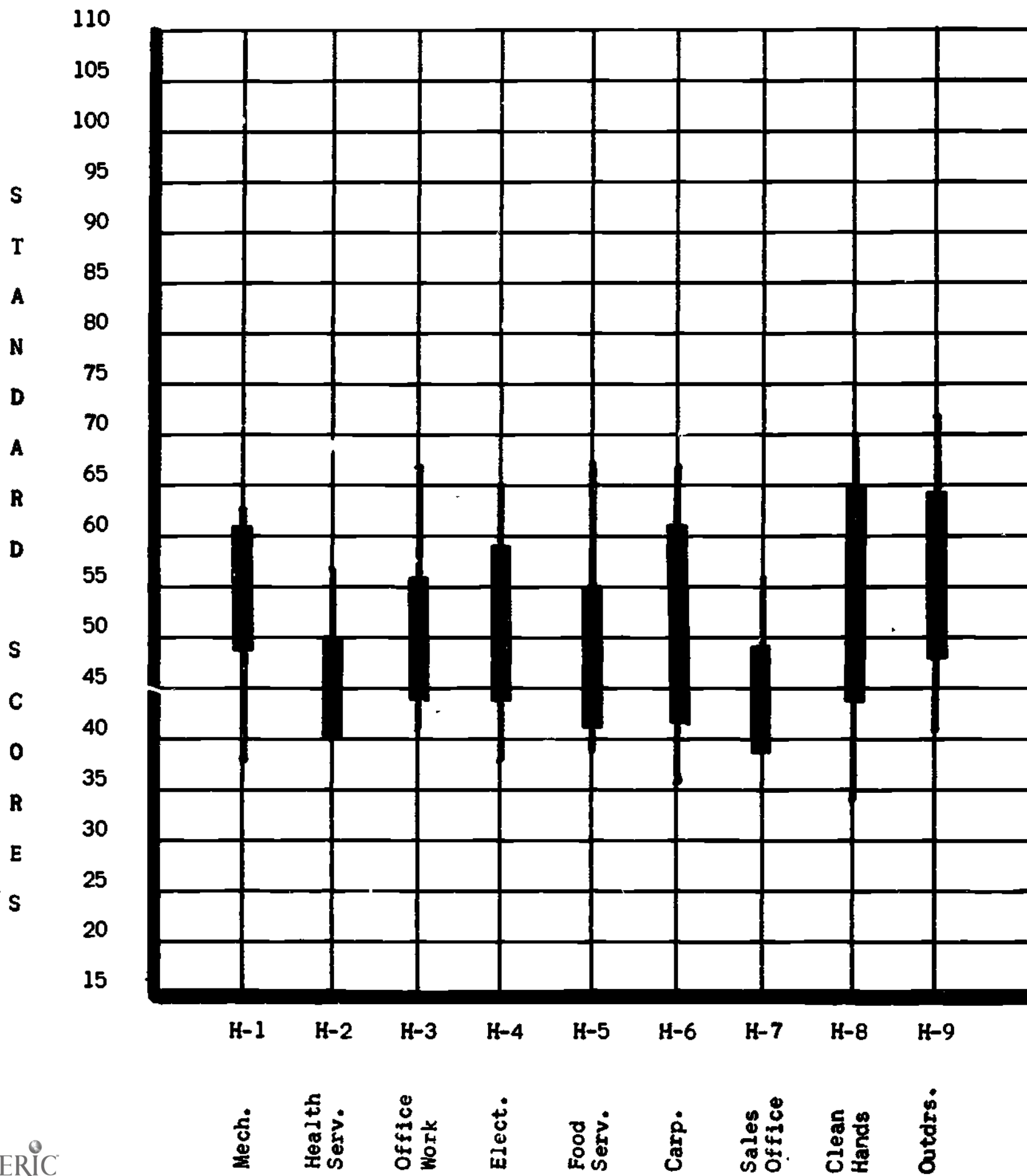




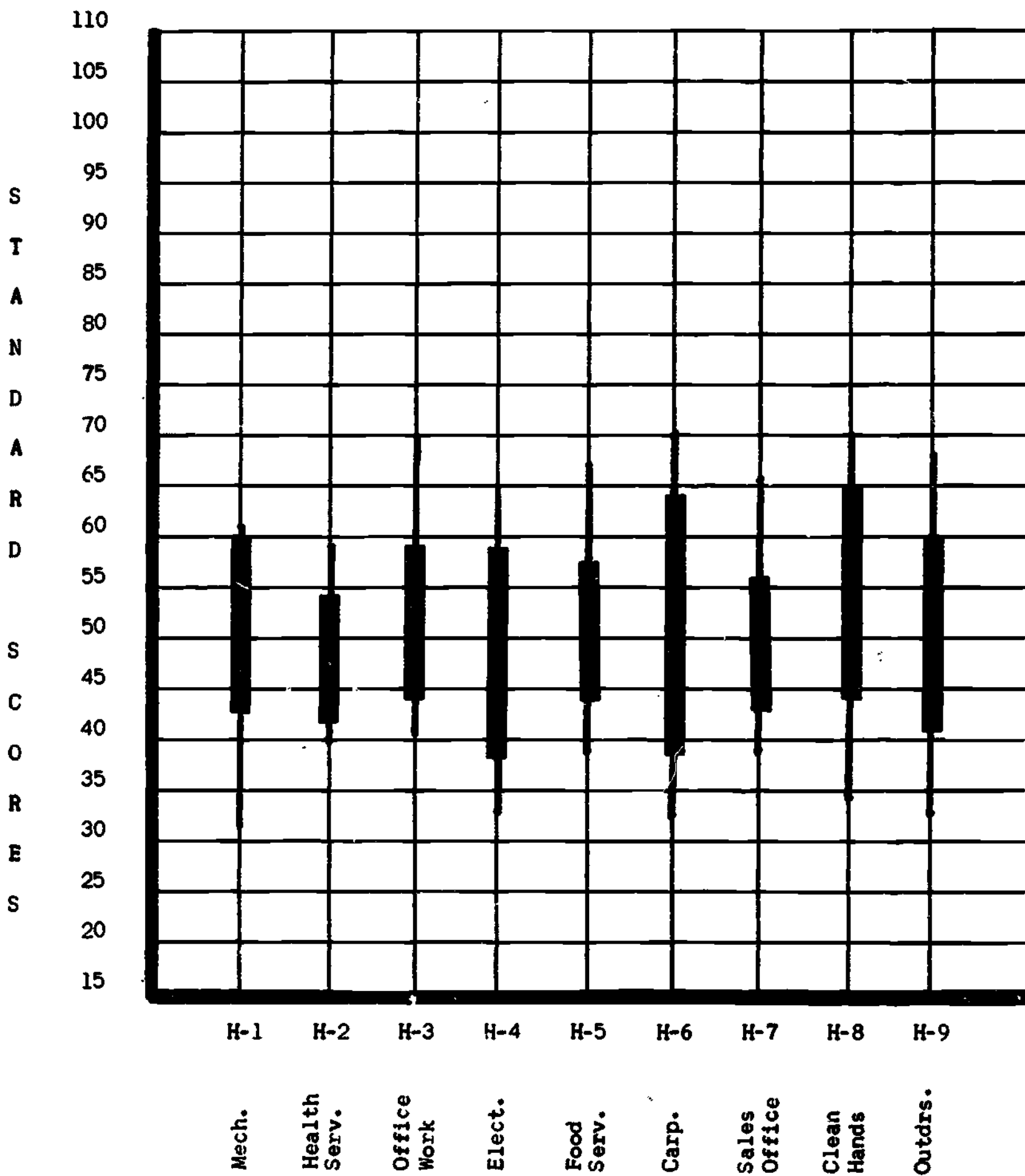
PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
ELECTRONICS



PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
 MVII - HOMOGENEOUS KEY  
 PROFILE SHEET  
 MACHINE SHOP

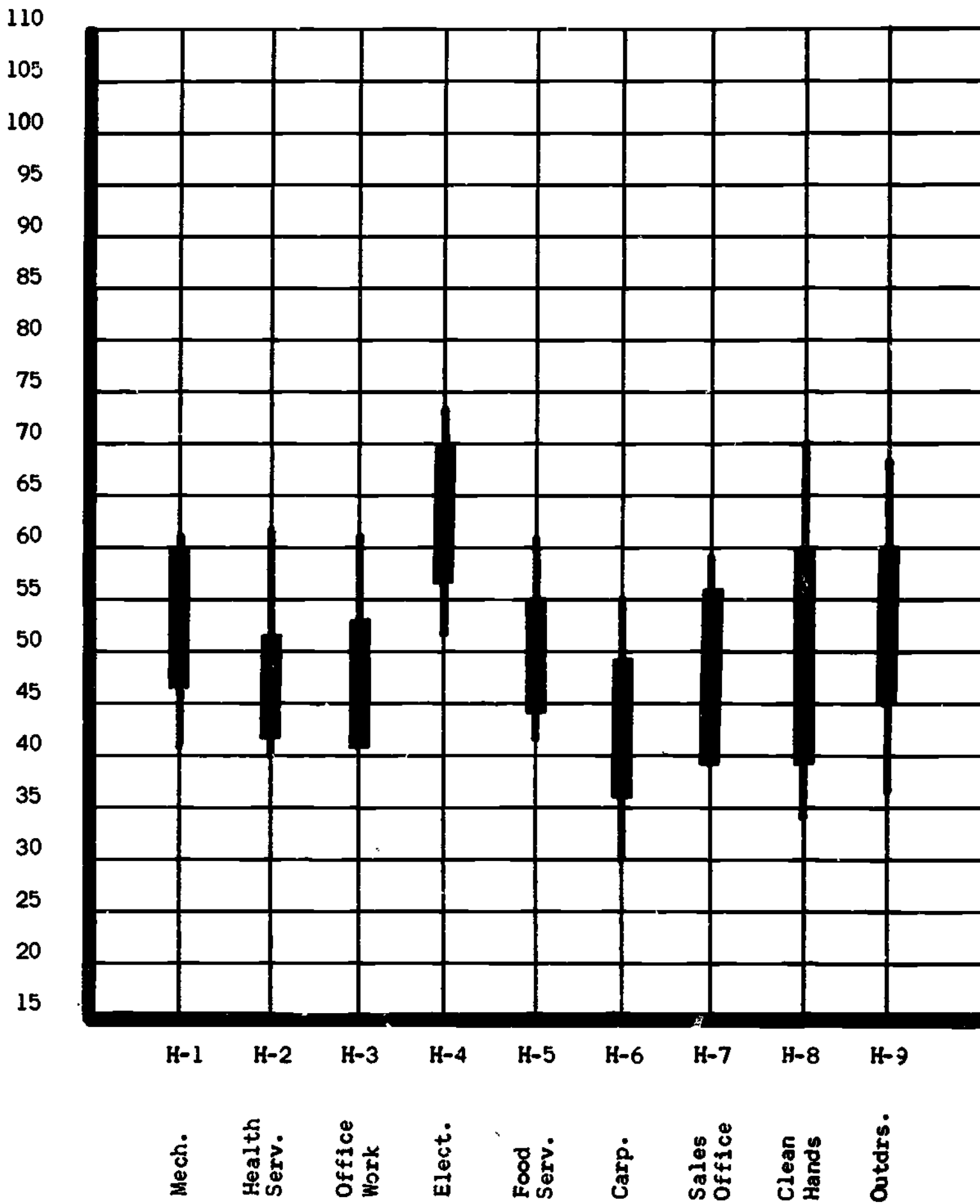


PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
MECHANICAL DRAFTING AND DESIGN

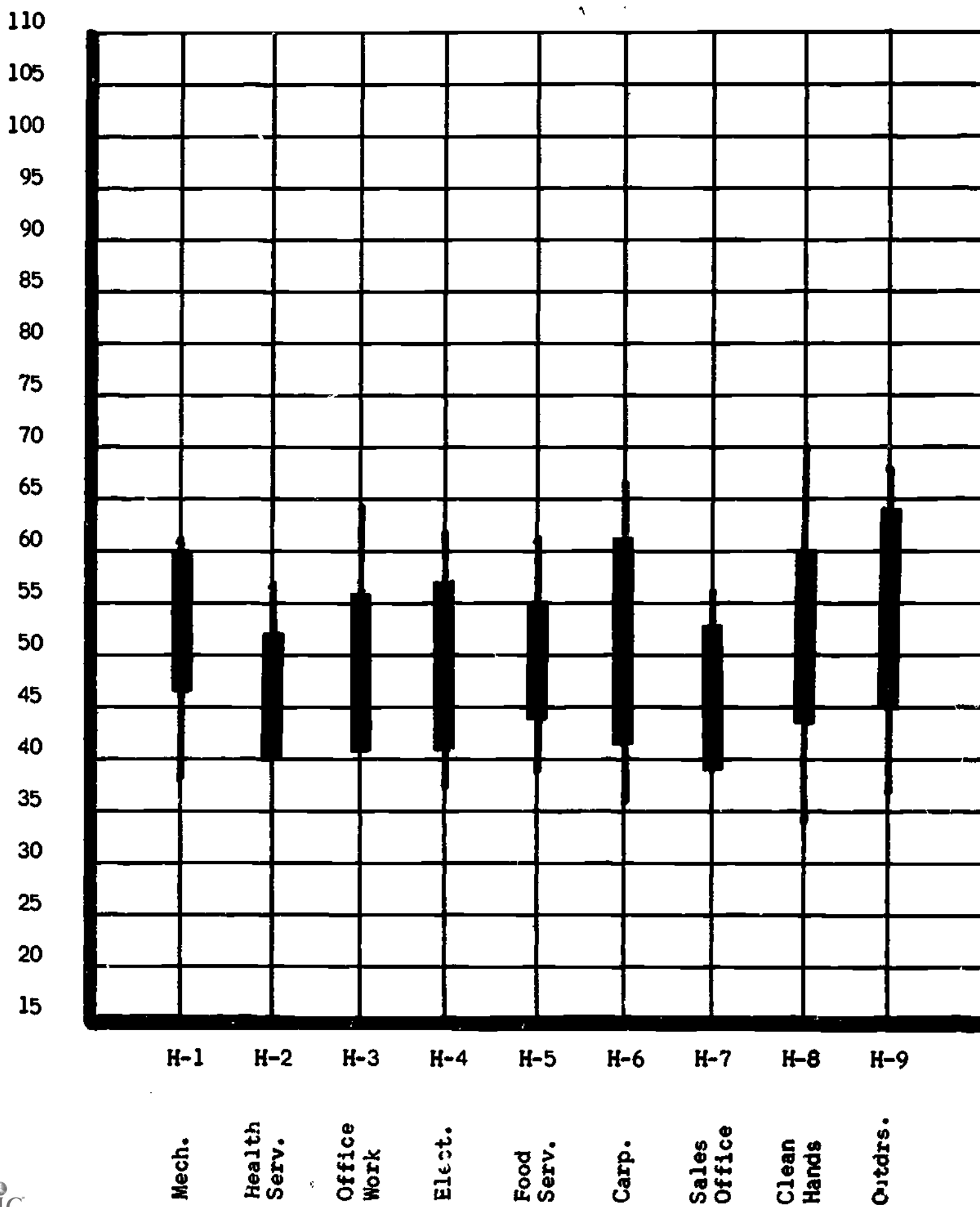


PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
POWER AND HOME ELECTRICITY

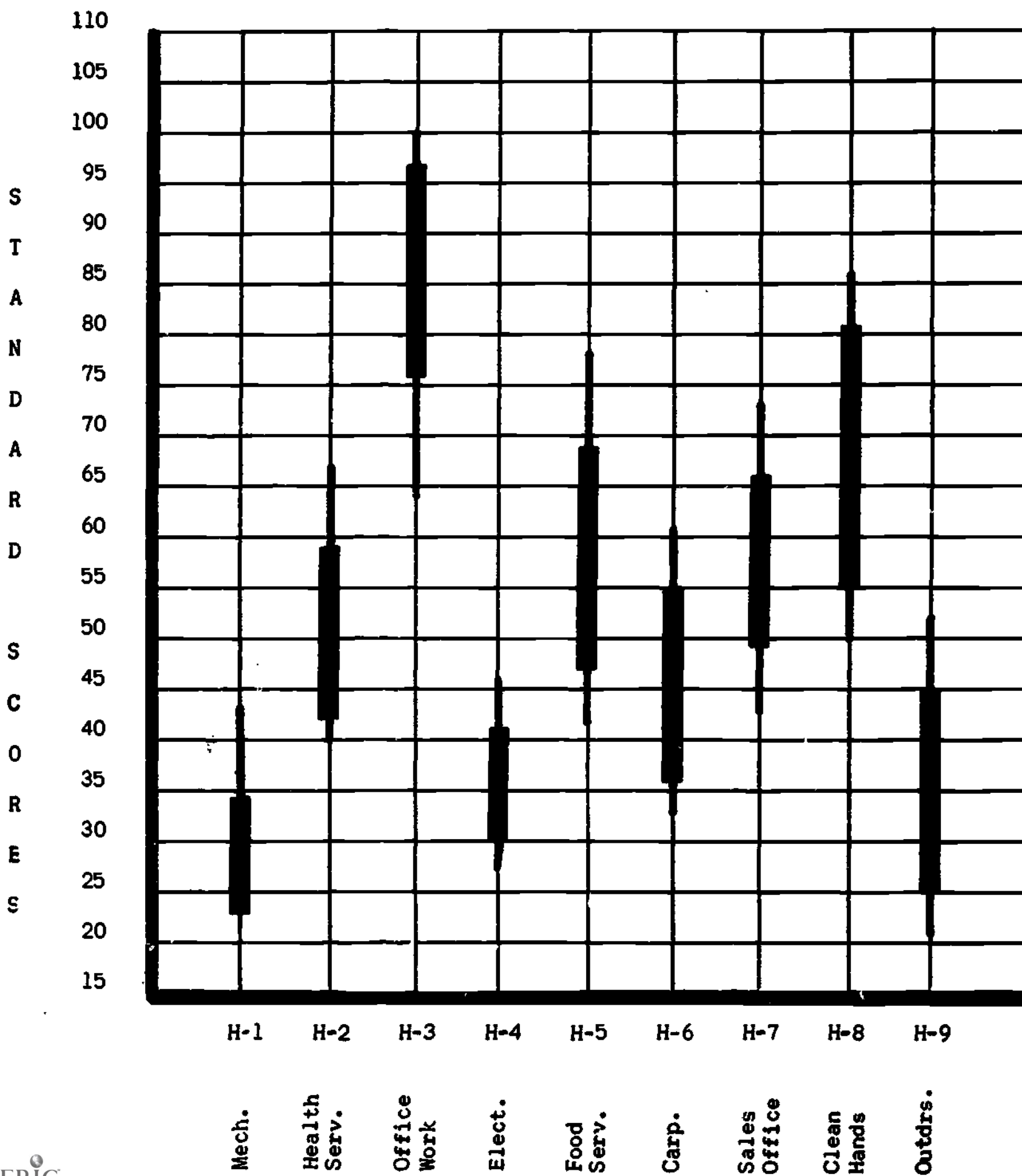
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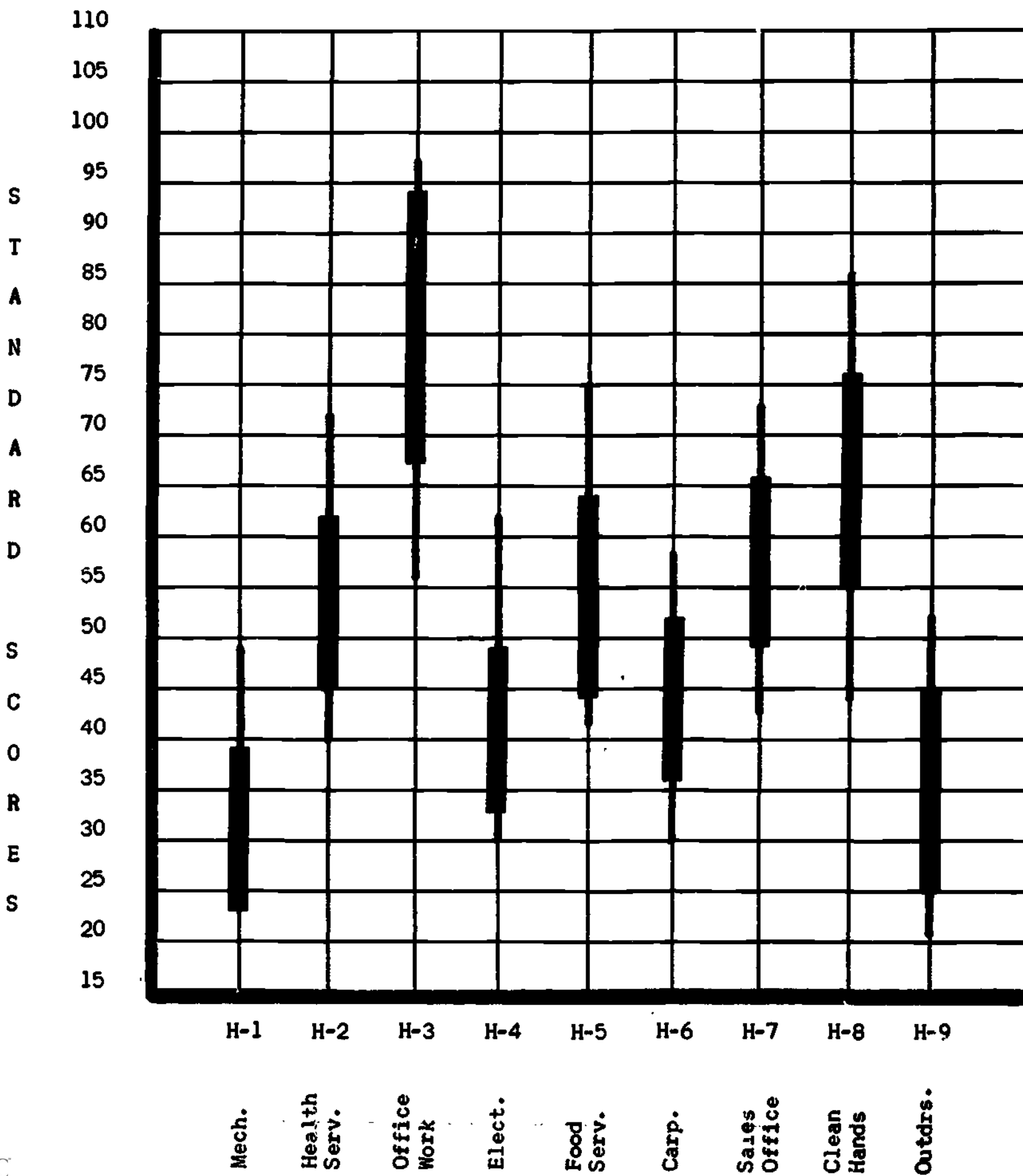
PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
WELDING



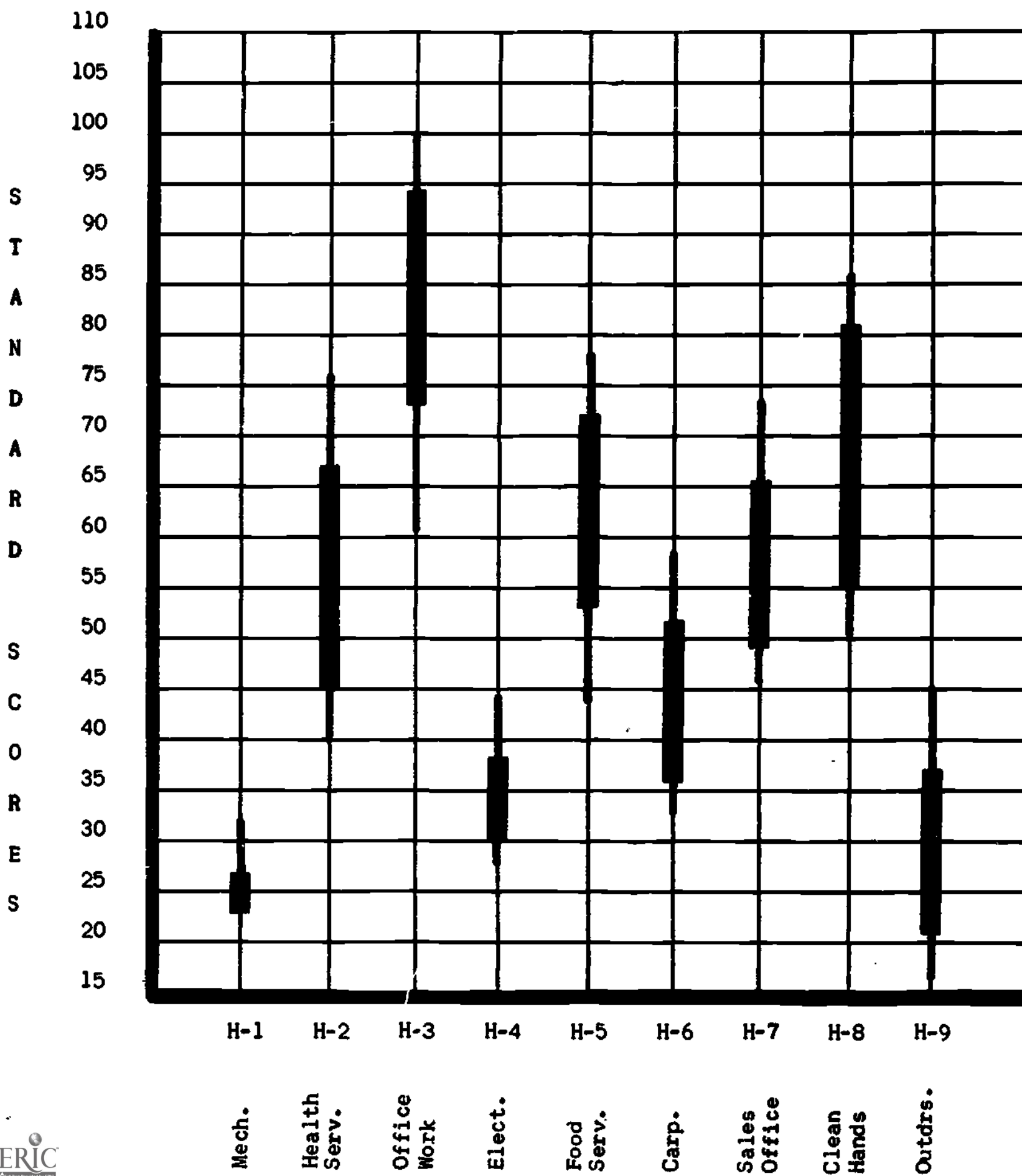
PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
ACCOUNTING



PROJECT MINI-SOORE EMPLOYMENT SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
DATA PROCESSING

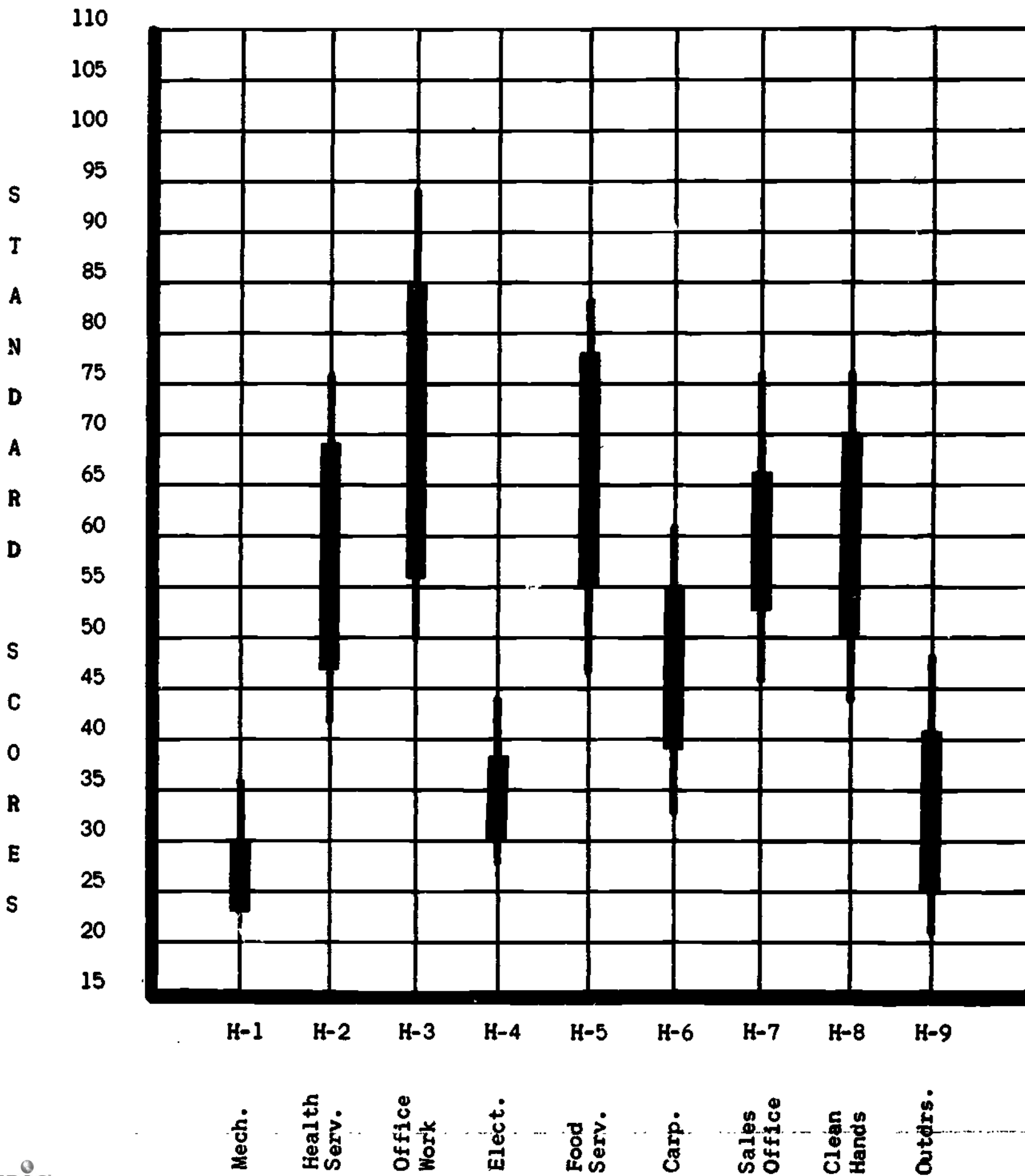


PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
CLERICAL TRAINING

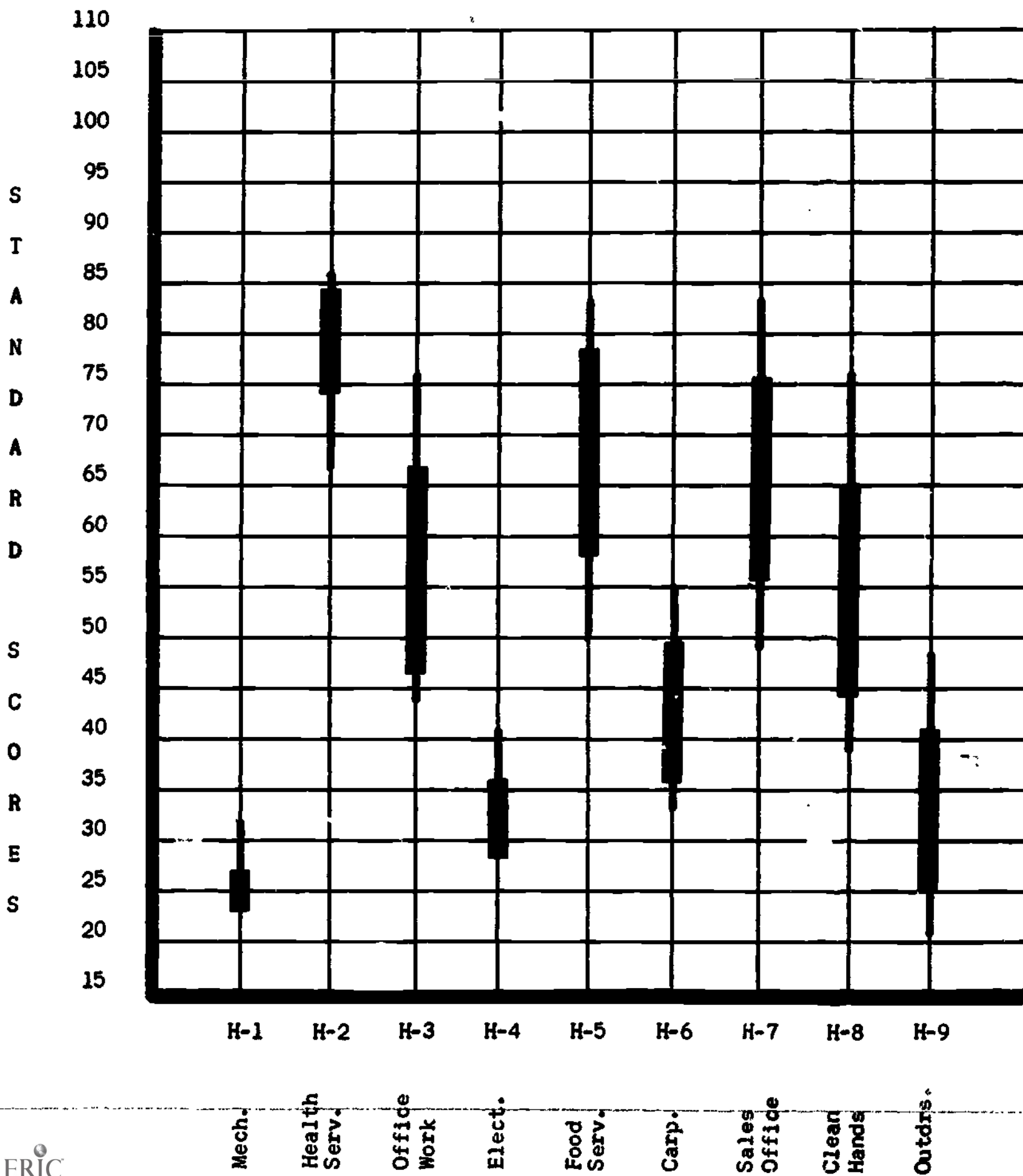


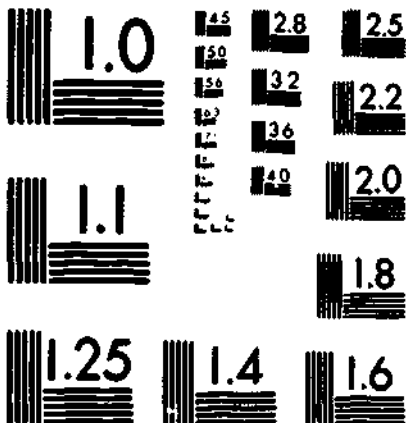


PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
COSMETOLOGY



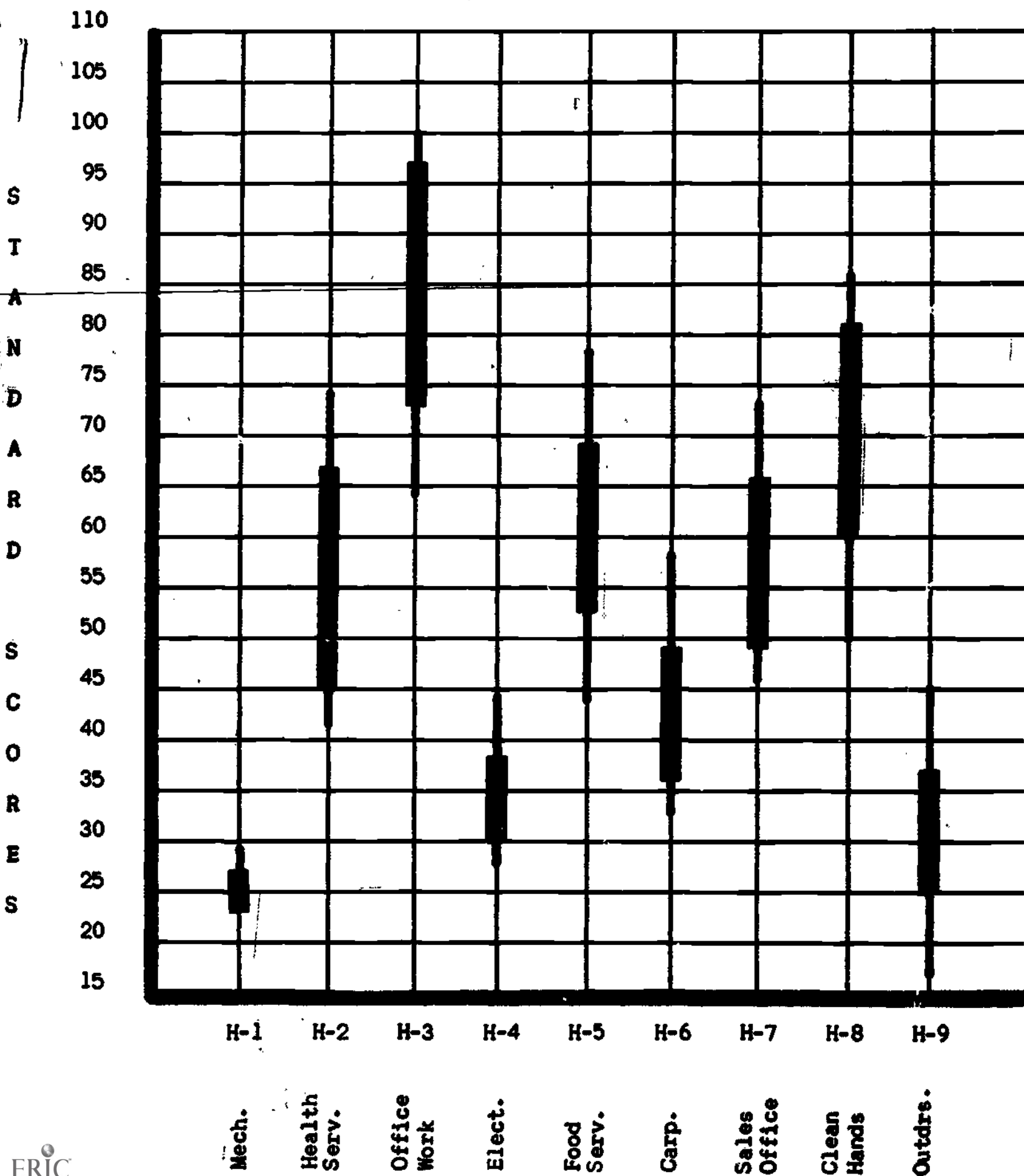
PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
MVII - HOMOGENEOUS KEY  
PROFILE SHEET  
PRACTICAL NURSING





**MICROCOPY RESOLUTION TEST CHART**  
**NATIONAL BUREAU OF STANDARDS-1963-A**

PROJECT MINI-SCORE EMPLOYMENT SUCCESS NORMS  
 MVII - HOMOGENEOUS KEY  
 PROFILE SHEET  
 SECRETARIAL TRAINING



APPENDIX D

RAW SCORE HOMOGENEOUS KEY MEANS, STANDARD DEVIATIONS  
AND NUMBER OF OBSERVATIONS FOR GROUPS USED IN  
PREPARING TRAINING SUCCESS NORMS

PRIMARYLY MALE CURRICULA . . . . . 56

Agri-Technology  
Aircraft Mechanics  
Architectural Drafting  
Automotive  
Carpentry  
Chefs and Cooks  
Diesel Mechanics  
Electronics  
Farm Equipment Mechanics  
Fluid Power Technology  
Machine Shop  
Mechanical Drafting and Design  
Mechanical Refrigeration, Air Conditioning,  
and Appliance Repair  
Plumbing and Sheet Metal  
Power and Home Electricity  
Printing and Graphic Arts  
Welding

CURRICULA WITH BOTH MALE AND FEMALE . . . . . 58

Accounting  
Data Processing  
Interior Design and Sales Assistant  
Sales

PRIMARYLY FEMALE CURRICULA . . . . . 58

Clerical Training  
Cosmetology  
Dental Assistant  
Medical Laboratory Assistant  
Practical Nursing  
Secretarial Training

**RAW SCORE HOMOGENEOUS KEY MEANS, STANDARD  
DEVIATIONS AND NUMBER OF OBSERVATIONS  
TRAINING SUCCESS NORMS**

CURRICULUM	N	H-1		H-2		H-3		H-4		H-5		H-6	
		$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S
PRIMARYLY MALE CURRICULA													
Agri-Technology	115	11.37	5.15	4.01	3.51	5.65	4.95	7.19	3.53	5.41	3.96	7.53	2.95
Aircraft Mechanics	103	18.24	3.05	3.13	2.42	1.41	1.55	10.58	2.86	4.09	2.41	6.14	3.19
Architectural Drafting	53	13.49	4.64	3.28	2.84	3.98	3.55	7.26	2.91	4.45	3.09	9.15	3.25
Automotive	495	17.12	3.75	2.23	2.02	2.20	2.36	9.67	3.25	4.19	2.74	7.18	2.97
Carpentry	181	14.99	4.26	2.60	2.58	3.09	3.10	6.75	2.81	3.71	2.90	11.31	2.69
Chefs and Cooks	61	6.82	5.34	5.66	4.20	5.33	4.12	5.33	3.76	15.46	3.66	6.97	2.78
Diesel Mechanics	69	17.78	3.86	2.59	2.89	1.93	2.16	9.58	3.29	4.17	3.10	7.42	3.09
Electronics	202	15.50	4.12	4.26	3.19	3.20	2.90	13.73	2.69	3.96	2.96	3.53	2.41
Farm Equipment Mechanics	72	16.90	3.93	2.14	2.75	2.44	1.99	9.64	3.31	4.26	2.87	7.47	3.05
Fluid Power Technology	51	16.63	3.58	3.49	2.81	2.71	2.75	9.75	2.60	3.67	2.31	6.63	2.63
Machine Shop	166	17.13	3.82	2.40	2.45	2.74	2.80	8.67	3.13	3.75	2.62	8.15	3.14
Mechanical Drafting and Design	251	14.66	4.56	3.32	2.88	3.23	3.00	7.69	3.50	4.59	2.86	8.06	3.22
Mach. Refrig., Air Cond., & Appl. Repair	56	14.80	4.92	3.41	2.80	3.18	2.53	10.29	3.48	4.39	3.10	6.05	3.01
Plumbing and Sheet Metal	49	15.27	4.68	2.76	3.18	2.88	2.93	8.80	3.55	3.82	2.74	7.65	2.72
Power and Home Electricity	207	16.57	4.01	3.12	2.92	2.38	2.28	12.94	2.93	4.18	2.96	5.16	2.56
Printing and Graphic Arts	80	10.69	4.91	4.50	3.41	5.09	4.17	7.24	3.63	5.15	3.69	6.76	3.23
Welding	254	15.89	4.60	2.86	2.64	2.56	2.73	8.21	3.36	4.35	3.07	7.59	3.08

$\bar{X}$  = Mean

S = Standard Deviation

N = Sample Size

**RAW SCORE HOMOGENEOUS KEY MEANS, STANDARD  
DEVIATIONS AND NUMBER OF OBSERVATIONS  
TRAINING SUCCESS NORMS**

CURRICULUM	N	H-7		H-8		H-9	
		$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S
PRIMARYLY MALE CURRICULA							
Agri-Technology	115	3.50	2.34	4.44	2.18	8.34	2.45
Aircraft Mechanics	103	2.49	2.11	2.33	1.65	9.89	1.95
Architectural Drafting	53	3.70	2.30	3.53	2.07	8.60	2.59
Automotive	495	1.89	1.83	3.06	1.81	9.75	2.21
Carpentry	181	2.20	2.10	3.59	1.78	9.73	2.28
Chefs and Cooks	61	5.00	3.08	4.36	2.19	5.49	2.23
Diesel Mechanics	69	1.77	2.04	2.62	1.77	9.90	1.95
Electronics	202	3.40	2.51	3.45	1.92	8.59	2.37
Farm Equipment Mechanics	72	2.11	1.97	3.37	1.86	9.85	2.19
Fluid Power Technology	51	2.12	2.14	3.20	1.99	9.78	2.00
Machine Shop	166	1.80	1.81	3.46	2.01	9.82	2.18
Mechanical Drafting and Design	251	3.52	2.49	3.71	1.84	8.56	2.36
Mech. Refrig., Air Cond., & Appl Repair	56	2.91	2.46	3.86	2.22	8.80	2.50
Plumbing and Sheet Metal	49	2.73	2.17	3.02	1.77	9.55	2.50
Power and Home Electricity	207	2.40	1.91	3.18	1.94	9.28	2.30
Printing and Graphic Arts	80	4.70	2.86	4.56	2.09	6.39	2.58
Welding	254	2.34	1.97	3.35	2.01	9.36	2.41

$\bar{X}$  = Mean

S = Standard Deviation

N = Sample Size

**RAW SCORE HOMOGENEOUS KEY MEANS, STANDARD  
DEVIATIONS AND NUMBER OF OBSERVATIONS  
TRAINING SUCCESS NORMS**

		H-1		H-2		H-3		H-4		H-5		H-6	
CURRICULUM	N	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S
CURRICULA WITH BOTH MALE AND FEMALE													
Accounting	398	3.82	4.22	3.99	3.55	14.96	3.93	3.72	2.92	6.25	4.12	6.24	2.61
Data Processing	157	4.65	4.76	5.34	3.79	12.77	4.68	4.84	3.50	5.92	3.48	6.05	2.71
Interior Design & Sales Assistant	54	4.85	4.77	5.76	4.23	6.46	5.00	3.89	3.20	7.43	3.42	7.74	2.84
Sales	108	5.29	4.86	4.47	3.25	9.59	4.81	4.72	3.30	6.00	3.69	6.36	2.64
PRIMARILY FEMALE CURRICULA													
Clerical Training	551	1.30	2.09	6.27	4.23	14.16	3.95	2.87	1.89	8.41	3.24	5.45	2.21
Cosmetology	249	1.94	2.94	7.91	4.18	9.45	4.58	2.81	1.98	10.21	3.78	6.16	2.35
Dental Assistant	52	1.15	1.77	12.15	3.63	9.37	3.97	2.12	1.92	9.29	3.61	5.44	2.14
Medical Lab Assistant	49	2.73	4.08	16.02	3.56	5.20	3.38	2.51	2.43	10.04	3.75	4.94	2.47
Practical Nursing	509	.99	1.52	15.75	2.52	5.91	3.31	1.61	1.44	10.39	3.38	5.11	2.11
Secretarial Training	739	.84	1.87	6.71	4.35	14.49	4.14	2.52	1.75	7.93	3.23	5.34	2.24

$\bar{X}$  = Mean

S = Standard Deviation

N = Sample Size



**RAW SCORE HOMOGENEOUS KEY MEANS, STANDARD  
DEVIATIONS AND NUMBER OF OBSERVATIONS  
TRAINING SUCCESS NORMS**

CURRICULUM	N	H-7		H-8		H-9	
		$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S
CURRICULA WITH BOTH MALE AND FEMALE							
Accounting	398	5.05	2.63	6.55	2.16	4.70	2.43
Data Processing Processing	157	5.39	2.48	6.18	2.42	4.83	2.48
Interior Design & Sales Assistant	54	7.50	2.90	4.43	1.81	4.35	1.42
Sales	108	6.45	3.01	5.68	2.07	5.58	2.74
PRIMARILY FEMALE CURRICULA							
Clerical Training	551	5.82	2.51	6.48	2.03	3.46	1.93
Cosmetology	249	6.42	2.65	5.24	1.89	3.71	2.09
Dental Assistant	52	7.27	2.65	5.33	1.77	3.58	1.60
Medical Lab Assistant	49	6.78	2.69	3.78	1.75	3.92	2.30
Practical Nursing	509	8.13	2.78	4.40	1.80	3.97	1.91
Secretarial Training	739	5.95	2.44	6.33	1.91	3.31	1.80

$\bar{X}$  = Mean

S = Standard Deviation

N = Sample Size

APPENDIX E

RAW SCORE HOMOGENEOUS KEY MEANS, STANDARD DEVIATIONS  
AND NUMBER OF OBSERVATIONS FOR GROUPS USED IN  
PREPARING EMPLOYMENT SUCCESS NORMS

PRIMARILY MALE CURRICULA . . . . . 61

Automotive  
Carpentry  
Electronics  
Machine Shop  
Mechanical Drafting and Design  
Power and Home Electricity  
Welding

CURRICULA WITH BOTH MALE AND FEMALE . . . . . 61

Accounting  
Data Processing

PRIMARILY FEMALE CURRICULA . . . . . 61

Clerical Training  
Cosmetology  
Practical Nursing  
Secretarial Training

**RAW SCORE HOMOGENEOUS KEY MEANS, STANDARD  
DEVIATIONS AND NUMBER OF OBSERVATIONS  
EMPLOYMENT SUCCESS NORMS**

CURRICULUM	H-1		H-2		H-3		H-4		H-5		H-6	
	N	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	

**PRIMARYLY MALE CURRICULA**

Automotive	130	17.64	3.14	2.35	2.13	2.27	2.18	9.58	3.09	3.94	2.26	7.18	2.91
Carpentry	64	15.52	3.66	2.39	2.63	2.70	2.59	6.70	2.39	3.22	2.47	11.48	2.34
Electronics	51	16.18	3.93	4.10	3.63	2.75	2.37	13.27	2.90	4.08	2.97	3.98	2.68
Machine Shop	68	17.04	3.88	2.32	2.11	3.09	3.30	8.75	2.93	3.68	2.93	8.15	3.04
Mechanical Drafting & Design	82	15.10	4.63	3.20	2.56	3.37	3.17	7.63	3.49	4.45	3.04	8.13	3.41
Power and Home Electricity	87	16.53	3.81	3.05	3.05	2.32	2.34	13.08	2.32	3.87	2.50	4.99	2.03
Welding	51	16.55	3.74	2.63	2.23	2.43	2.76	8.22	2.86	4.06	2.55	8.20	3.00

**CURRICULA WITH BOTH MALE AND FEMALE**

Accounting	162	2.70	3.56	4.44	3.60	15.25	3.85	3.14	2.26	7.35	4.14	6.02	2.63
Data Processing	65	4.03	4.54	5.72	3.58	13.45	4.23	4.83	3.57	6.14	3.65	5.68	2.51

**PRIMARYLY FEMALE CURRICULA**

Clerical Training	331	1.16	1.82	6.32	4.39	14.36	3.76	2.75	1.72	8.29	3.28	5.57	2.26
Cosmetology	103	1.99	2.89	7.68	4.16	9.87	4.49	2.68	1.87	10.02	3.82	6.28	2.59
Practical Training	334	1.03	1.59	15.84	2.40	5.86	3.31	1.57	1.41	10.27	3.46	5.19	2.14
Secretarial Training	480	.81	1.83	6.38	4.15	14.86	3.85	2.52	1.73	7.78	3.26	5.31	2.24

$\bar{X}$  = Mean

S = Standard Deviation

N = Sample Size

**RAW SCORE HOMOGENEOUS KEY MEANS, STANDARD  
DEVIATIONS AND NUMBER OF OBSERVATIONS  
EMPLOYMENT SUCCESS NORMS**

CURRICULUM	N	H-7		H-8		H-9	
		$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S

**PRIMARYLY MALE CURRICULA**

Automotive	130	1.64	1.62	3.17	1.81	9.89	2.16
Carpentry	64	2.05	1.97	3.48	1.71	9.83	2.17
Electronics	51	3.10	2.13	2.92	1.67	8.88	2.41
Machine Shop	68	1.78	1.62	3.54	2.04	9.79	2.15
Mechanical Drafting & Design	82	3.23	2.28	3.62	1.88	8.52	2.59
Power and Home Electricity	87	2.44	1.98	3.20	2.01	9.17	2.20
Welding	51	1.98	1.69	3.51	1.89	9.63	2.23

**CURRICULA WITH BOTH MALE AND FEMALE**

Accounting	162	5.21	2.53	6.44	2.06	4.22	2.23
Data Processing	65	5.85	2.51	5.94	2.12	4.38	2.23

**PRIMARYLY FEMALE CURRICULA**

Clerical Training	331	5.80	2.42	6.50	2.07	3.45	1.90
Cosmetology	103	6.05	2.54	5.26	1.76	3.94	2.13
Practical Nursing	334	8.15	2.71	4.38	1.88	4.04	1.95
Secretarial Training	480	5.86	2.40	6.49	1.95	3.35	1.79

$\bar{X}$  = Mean

S = Standard Deviation

N = Sample Size

CURRICULUM APPLYING FOR \_\_\_\_\_

110  
105  
100  
95  
90  
85  
80  
75  
70  
65  
60  
55  
50  
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15

This image shows a full page of blank graph paper. The grid consists of small squares formed by thin black lines. There are approximately 20 columns and 20 rows of squares. A thicker vertical line runs down the left side, creating a margin. A thicker horizontal line runs across the top, creating a header space. There are some very faint, illegible marks scattered across the page, possibly from a previous scan or document.

H-1	H-2	H-3	H-4	H-5	H-6	H-7	H-8	H-9
Mech.	Health Serv.	Office Work	Elect.	Food Serv.	Carp.	Sales Office	Clean Hands	Outdrs.

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12. Pucel, D. J., and Nelson, H. F. Project MINI-SCORE: Some Preliminary Implications for Vocational Guidance. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1969, ERIC 025-658; VT 007-582.
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## VOLUMES OF PROJECT-MINI SCORE\* FINAL REPORT

### PROJECT MINI-SCORE FINAL REPORT

#### PROJECT MINI-SCORE FINAL TECHNICAL REPORTS:

- Report One - The Ability of Standardized Test Instruments  
to Predict Training Success and Employment Success
- Report Two - The Ability of Standardized Test Instruments to  
Differentiate Membership in Different  
Vocational-Technical Curricula
- Report Three - General Aptitude Test Battery  
Training Success Norms and Employment Success Norms
- Report Four - Minnesota Vocational Interest Inventory  
Training Success Norms and Employment Success Norms
- Report Five - Minnesota Scholastic Aptitude Test and  
Vocational Development Inventory  
Training Success Norms and Employment Success Norms

\*The project was commonly known as Project MINI-SCORE (Minnesota Student Characteristics and Occupational Related Education) but was originally proposed with the formal title: Characteristics of Full-Time Students in Post-Secondary Trade Courses; U.S.O.E. project number HRD 5-0148.